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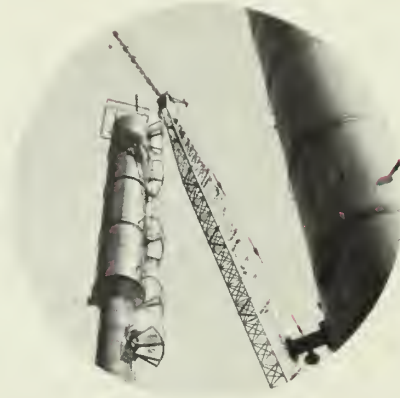
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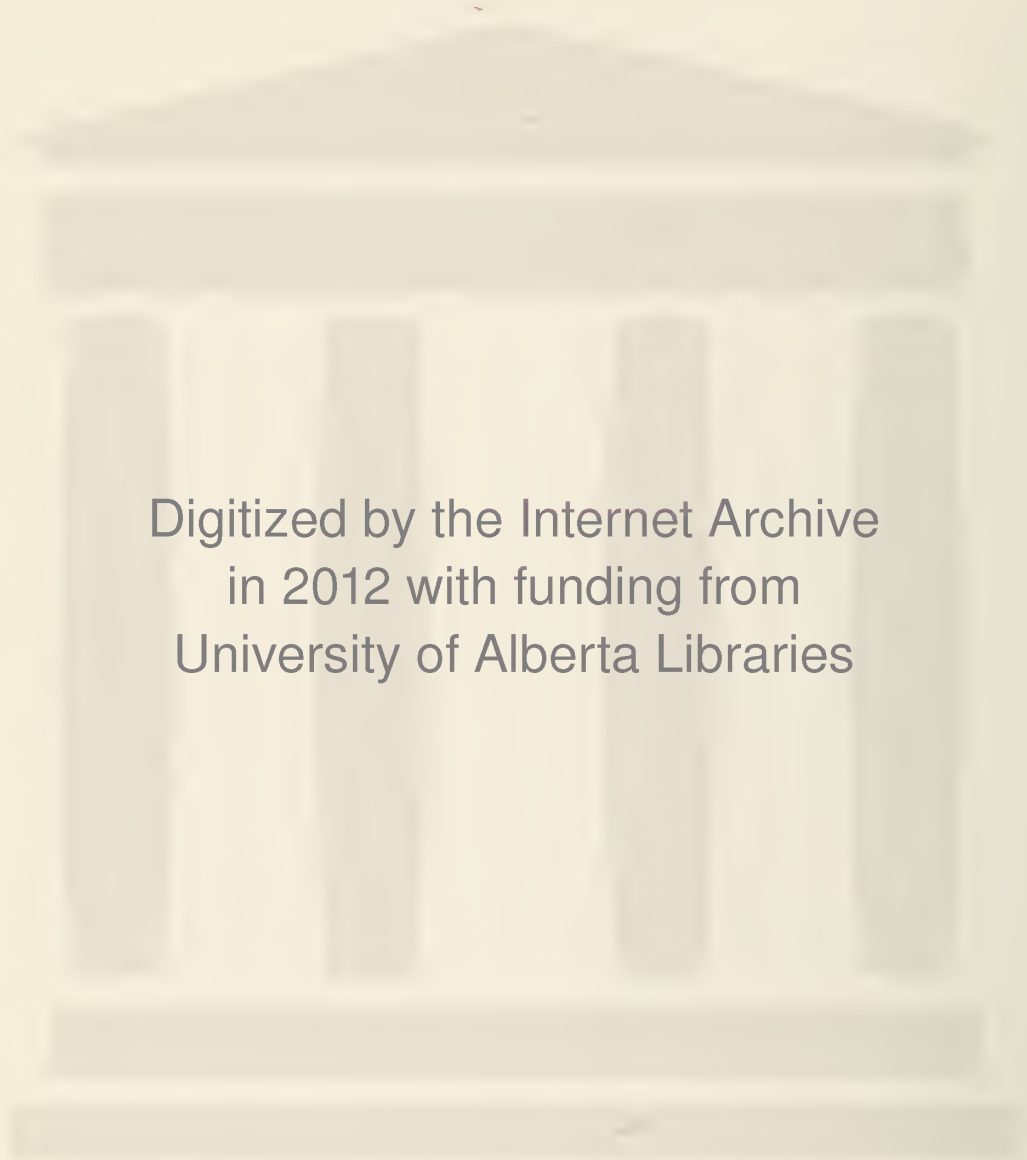
RESPONDING TO CHANGE

CURRICULUM
GUIDE



**A HANDBOOK FOR TEACHERS OF
SECONDARY SOCIAL STUDIES**

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ACKNOWLEDGEMENT

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NOTE:

This Handbook is a service publication only. The Programs of Study contain the official statement concerning Social Studies. The information contained in the Handbook is prescriptive insofar as it duplicates that contained in the Programs of Study. There are in the Handbook, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

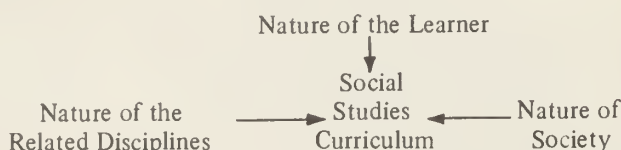
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PREFACE

WHY THE NEW SOCIAL STUDIES?

Three factors have an impact on the instructional program wherever the education of youth has been institutionalized in some type of formal schools. These factors include: the nature of society, the nature of the learner, and the nature of the related disciplines. The change in society, the expansion of the social sciences, and our increased knowledge about the learner have influenced our priorities and emphases on the instructional program to be offered. It is in the unity of these three — the child, the society, and organized knowledge — that future excellence in the schools will be found.



Changing Society

Our society is continually changing. Futurists tell us that the probable shape of tomorrow's world will include the following: Technological innovation will continue to develop at an accelerating rate, bringing with it change; population trends will continue to zoom, resulting in intensified problems of urban living; the most highly developed economics will move beyond the industrial stage to the post-industrial level (emphasis on services rather than primary industry), requiring a continuing education for periodic retraining for careers and leisure; and governmental institutions will continue to expand their functions.

As society changes, so will its problems change. The emerging society presents alternatives from which choices can be made. Decisions will have to be made regarding conflicts among nations; the increasing gap between the affluent and the poor; the effective participation in the decision-making process; the protection of human rights; and the enhancement of the human condition.

Changing Disciplines

The social sciences are changing rapidly as the "knowledge revolution" accelerates. The acceleration of social science research has increased the quantity of available data (specific information, organizational structures and methods of inquiry) from which choices must be made.

Developing Body of Learning Theory

A student's readiness for learning is now seen to be closely related to the individual background of experience, as well as being influenced by his maturational stage. Instead of waiting for the learner to achieve readiness on his own, the school may possibly assist by deliberately providing experiences to develop a background for understanding topics or problems that are introduced.

Individual differences in learning should be recognized by educators. Homogeneous grouping is suspect of generating self-fulfilling prophecies of failure for students labelled as "slow", and creates expectations that inhibit effective development of the potential of students assigned to "standard" groups. Some students gain insight easily through independent study, while others seem to make progress more rapidly when they have much interaction with others. Some profit from rather highly structured learning situations; others do well when permitted, or even required, to develop much of the structure for themselves.

Learning within an organized structure is efficient. Specific facts become meaningful when their relationship to concepts and generalizations is understood. Conclusions and generalizations developed from facts studied in an organized context are retained longer and, if forgotten, are more easily reconstructed. Transfer of learning is likely to be enhanced.

Some Implications for Social Studies Programs

1. Since choices among alternatives depend on the values that are held by the chooser, social studies programs should provide for the exploration of value conflicts in our society and of the consequences of actions that follow from different value positions.
2. Students should be assisted in developing skills of inquiry and a will to develop these skills in a continuing examination of a changing world.
3. Studies should illuminate basic societal conditions, trends, and problems and these should be emphasized in a selection of content.

4. As the social sciences are transformed, their emerging scope and emphasis must be reflected in the social studies programs on a continuing or evolving basis.
5. The program should be organized around concepts and generalizations from all the social sciences, and the traditional dominance of chronological history should be ended.
6. The program should be organized for sequential learning, i.e., the spiraling treatment of basic concepts, generalizations, and the skills of inquiry.
7. Content should become a vehicle for developing concepts, generalizations and the skills of inquiry.



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Chapter 1

THE NEW SOCIAL STUDIES PROGRAM

Rationale Alberta's new social studies curriculum (Grades I - XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of co-operating with the home, the church, and other social agencies in helping students find how to live and what to live for.

Free choice of values to live by In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic¹ goals of education by offering students experience in living and not just preparation for living. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.²

ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

A. The Valuing Process

Priority on valuing Consistent with the above rationale, the objectives of the new social studies place high priority on the valuing process. The valuing process involves three basic skills.³ Students in the Alberta social studies should demonstrate that they are:

- | | |
|---------------------------|--|
| Acting upon values | <p>Choosing — 1. Identifying all known alternatives
2. Considering all known consequences of each alternative
3. Choosing freely from among alternatives</p> <p>Prizing — 4. Being happy with the choice
5. Affirming the choice, willingly and in public if necessary</p> <p>Acting — 6. Acting upon the choice
7. Repeating the action consistently in some pattern of life</p> |
|---------------------------|--|

Affective and cognitive aspects of valuing As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.⁴

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- | | |
|--------------------------------------|---|
| Internalizing a value complex | <p>— Aware of values, willing to take notice of values, and giving controlled or selected attention to values</p> <p>— Responding to values with openness, willingness and satisfaction</p> <p>— Accepting values, preferring values and committing themselves to values</p> <p>— Conceptualizing their own values and organizing a value system</p> <p>— Becoming characterized by a value or value complex.⁵</p> |
|--------------------------------------|---|

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

¹Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

²Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

³L. Rath, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

⁴Michael Scriven, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966), p. 18.

⁵David Krathwohl, et al., *Taxonomy of Educational Objectives. Affective Domain* (New York: David McKay Co., Inc., 1964).

Value issues
as content

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

- The dignity of man
- Freedom
- Equality
- Justice
- Empathy
- Loyalty
- Other values

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.⁶

Students should be able to:

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

Cognitive
skills
summarized

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do — both formally-structured knowledge from the disciplines and informally-structured knowledge from ordinary experience.⁷ Such data include:

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.⁸

Categories of
knowledge
content

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

Knowledge of ways and means of dealing with social problems should include the ability to:

- Identify and clarify the problem
- Formulate hypotheses
- Collect data
- Classify data
- Analyze data and evaluate the desirability and feasibility of taking action on the problem
- Propose a course of action and examine the desirability and feasibility of taking action on the problem.⁹

Problem
solving
method

Knowledge of ways and means of dealing with social problems should also include the ability to:

- Interpret the feelings and ideas of others
- Respond to the feelings and ideas of others in a manner appropriate to the occasion
- Express one's own feelings and ideas to others
- Co-operate with others, though not to the extent of compromising basic values.

Social
skills

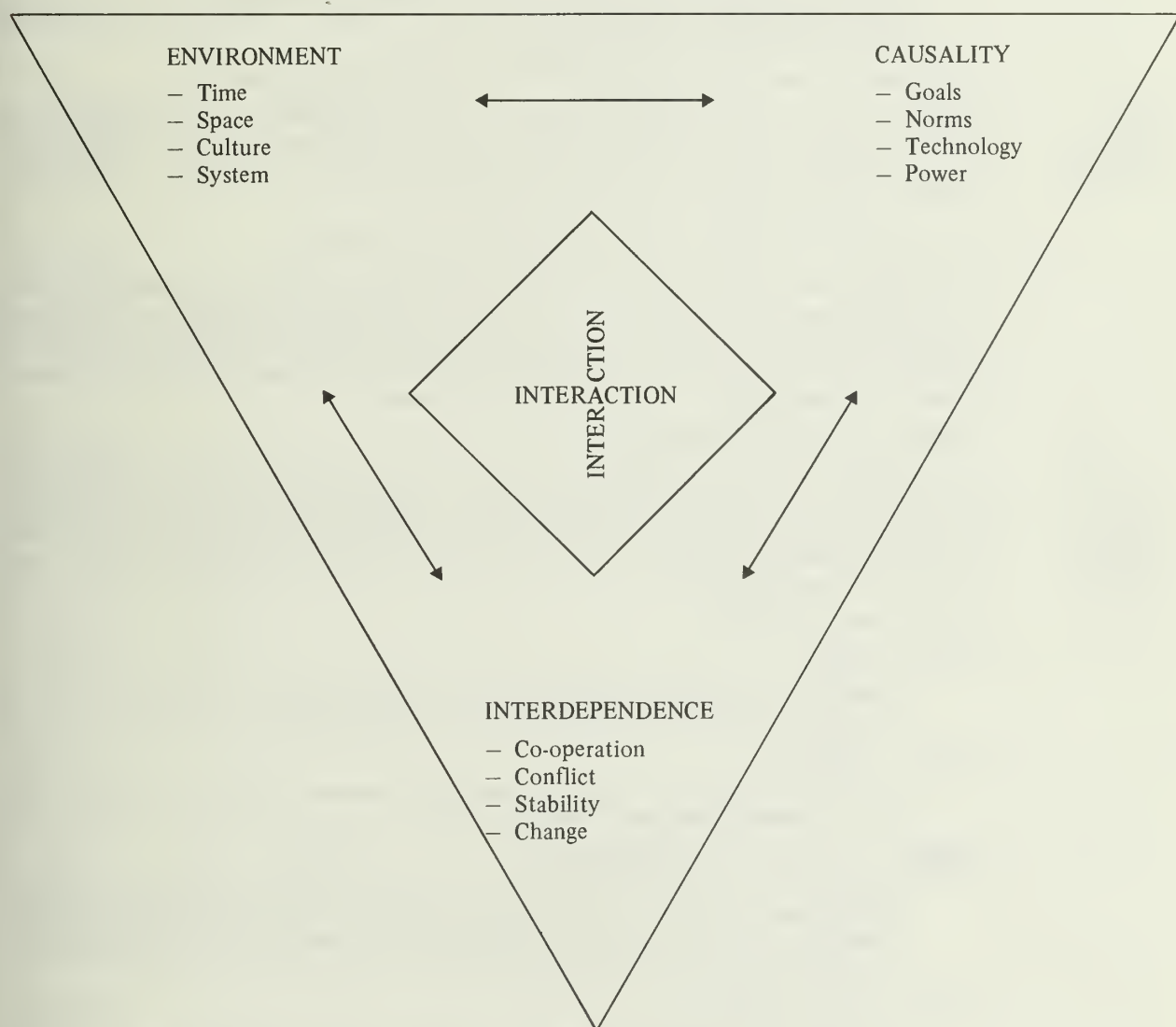
⁶Benjamin Bloom, et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Norris M. Sanders, *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem-solving process. Bloom's Taxonomy lists skills according to difficulty; the order being recall, comprehension, application, analysis, synthesis, and evaluation.

⁷Mauntz Johnson, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

⁸Bloom, *op. cit.*, p. 62 ff

⁹Frank Simon, *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

THE INTERACTION PROCESS



Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

Inter-disciplinary
base of
social studies
concepts

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

ENVIRONMENT is, itself, an important concept which can be defined in terms of Time, Space, Culture and Systems.

Man's interaction with his environment produces CAUSAL RELATIONSHIPS. In order to understand causality, one needs to recognize that behavior is affected by Goals, Norms, Technology, and Power.

Since all man's interactions involve cause and effect relationships, he lives in a state of INTERDEPENDENCE. Interdependence may take the form of Cooperation and/or Conflict and may produce Stability and/or change.

A diagrammatic representation of the interaction process will be found on page 7.

The
spiralling
of concepts

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.¹⁰ A diagrammatic representation of spiralling concepts is shown on page 9.

PLANNING FOR THE ATTAINMENT OF MULTIPLE OBJECTIVES

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. More detailed planning of learning opportunities is the responsibility of each teacher and class. All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

A. Structured Scope And Sequence

Two-thirds
time on
structured
scope and
sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten – All About Me

Grade I – Families

- Analysis of family living through case studies of, **for example**, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II – Neighbours

- Analysis of interactions which occur among, **for example**, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III – Comparing People's Communities

- Comparison and contrast of community life in, **for example**, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

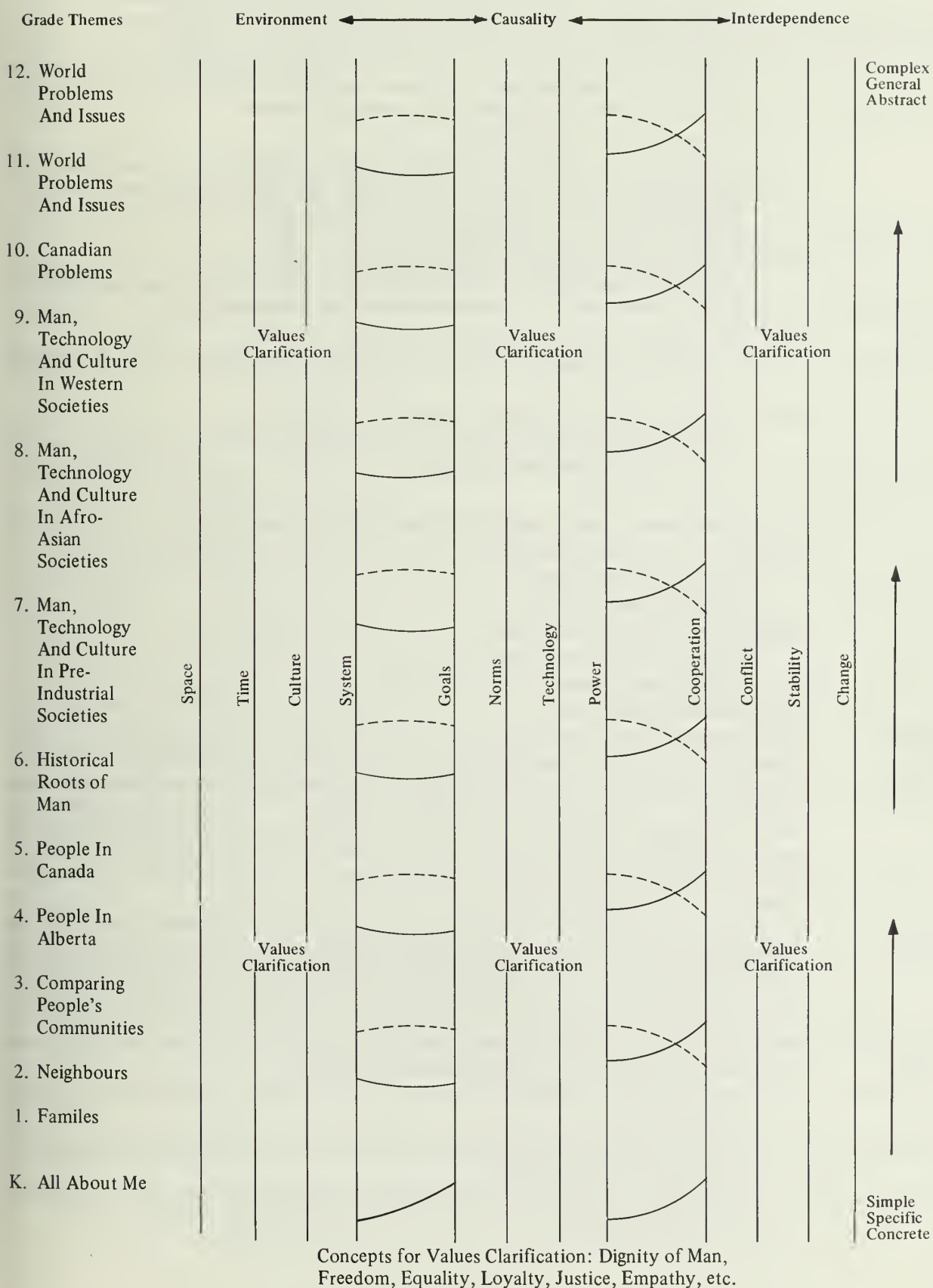
Grade IV – People In Alberta

- Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, **for example**, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

¹⁰Taba, Durkin, Fraenkel, McNaughton, *A Teacher's Handbook To Elementary Social Studies* Don Mills, Ontario: Addison-Wesley 1971. Chapter 3.

THE SPIRAL OF CONCEPT DEVELOPMENT

THE INTERACTION PROCESS



Grade V — People In Canada

- Sample studies to analyze historical and/or contemporary life in Canadian regions, **for example**, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI — Historical Roots Of Man

- Anthropological analysis and social history of early civilizations in, **for example**, the Mediterranean area (e.g., Egypt, Greece, Rome), the Far East (e.g., India, China), the Americas (e.g., Incas, Mayas, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

Grade VII — Man, Technology And Culture In Pre-Industrial Societies

- Conceptual understanding of Man, Technology, and Culture through case studies of primitive, pre-industrial societies to be selected by teachers and students

Grade VIII — Man, Technology And Culture In Afro-Asian Societies

- Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

Grade IX — Man, Technology, And Culture In Western Societies

- Depth studies of societies selected from the Americas (excluding Canada), Europe, all of the U.S.S.R., Australia and New Zealand

Grade X — Canadian Studies

- Historical, economic, sociological, political problems facing Canada

Grade XI — World Problems And Issues

- Tradition versus Change
- Population and Production

Grade XII — World Problems And Issues

- Political and Economic Systems
- Conflict and Co-operation

B. Problems Of Current Interest

One-third
time un-
structured

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Joint
planning

Students and teachers should jointly plan the use of the one-third time. Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility. The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.

Distribution
of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year
2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

C. Criteria For Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum — whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest — teachers and students should attend to the following criteria:

- Futurity
 - Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
 - Does it involve a pertinent value issue?
 - Can it contribute to the development of social and/or inquiry skills?
 - Does it provide for growth in students' understanding of concepts?
 - Does the experience fit as part of a sequence which will lead to a pride in Canada tempered with a world view and an understanding of significant social problems?
- Relevance
 - Is the experience relevant to the needs and interests of students?
- Materials
 - Are data and materials available and/or can students gain experience through gathering primary data?
- Overlap
 - Does the experience avoid the disadvantageous overlap and repetition of experiences in earlier or later grades?

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NOTE: Most of the above references are available from the School Book Branch, Department of Education.

Periodicals:

Social Education. National Council for the Social Studies, Washington, D.C.

One World. Social Studies Specialist Council, c/o Alberta Teachers' Association, Barnett House, Edmonton, Alberta



Chapter 2

INTERPRETATION OF THE RATIONALE AND OBJECTIVES

The ultimate aim of the Alberta Social Studies Program is to produce citizens who demonstrate personal, social, and civic behavior in which they constantly examine individual as well as societal values. To ensure such behavior, we must provide opportunities for students to think critically about social issues in such a way as to:

1. Internalize a value system.
2. Demonstrate social studies skills.
3. Acquire knowledge.

What do the multiple objectives in Chapter One, pages 1 to mean? How can one plan for the attainment of multiple objectives? What happens to the history and geography curriculum and its objective view of the facts when value questions are raised? Are we throwing out the knowledge baby with the rote-memory bath water? Are we going to develop argumentative students who cannot find Ottawa, much less Peking on the map?

The answer to this lies in the careful structuring of the order of sequence of learning experiences in each unit of each year's work through the grades. There is a definite relationship among knowledge objectives, skill development, and values clarification. It is this relationship that secures the academic validity of the curriculum.

Just as we wish to avoid making value judgments for students, we also should avoid the trap of random or superficial selection of factual material. As a curriculum development strategy, it is better to plan the value questions when we plan the concepts, main ideas, and skills and before we decide which facts from the present or past to use as illustrations. In this way we select content and materials that are potentially more meaningful, less trivial. The question of coverage becomes more efficient and economical because we select the raw facts that will lend themselves to values discussion and application in action-taking experiences.

Your attention is directed to the chart at the end of this chapter. The content areas for each grade are listed at the bottom of the chart. This content is used to establish scope and sequence. It becomes a vehicle for developing concepts and processes. Some of the major concepts in studying human behavior are listed above the content areas in the chart. The main criterion for choice of content will be: Will the study of this problem, topic or subject help the student to increase his command of one or more of the basic concepts, generalizations, or processes that have been chosen for emphasis at that grade level?

Major concepts listed are to be introduced early in the child's schooling, at a simple level and through experiences appropriate to his stage of maturation. In succeeding years, the concepts are to be treated with increasing depth and through different content material. Skills and values, as integral parts of the conceptual framework, are to be treated in the same spiral fashion.

If concepts are to be developed using designated areas of content, then instructional strategies are needed. The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concepts to facts or specific data. Students should learn inductively, beginning with specific data, conceptualizing this data, and then generalizing about the concepts.

The foundation of knowledge built of facts that are chosen for potential value discussion and concept development, allows the student to apply this knowledge to a problem involving choices such as a value issue. Value judgments are made after classifying and analyzing raw data to arrive at concepts and generalizations. Action is then recommended and defended.

Cognitive skills must be developed that will enable each student to work with others in the solving of crucial problems. These should be learned first in the context of solving real problems. Then motivation is increased because the student learns the skills as he discovers the need for them. As students become involved with individual and social values, there is a feeling tone, an emotion, or a degree of acceptance or rejection. The intellectual understandings and emotional reactions are involved in the valuing process when the student is in position to choose, be happy with the choice and act upon it, respecting it consistently in some pattern of life. The new social studies, then, invites free and open inquiry into the definition and application of individual and social values. Students will deal with not only "what is" but also with "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

CHART TO ILLUSTRATE AN INTERPRETATION OF THE RATIONALE AND OBJECTIVES

RATIONALE AND OBJECTIVES		HANDBOOK REFERENCES
Involvement in Choosing, Prizing, and Acting (Krathwohl's Taxonomy in the Affective Domain) Development of Cognitive Skills (Bloom's Taxonomy in the Cognitive Domain)	Strategies VALUING PROCESS Action Recommended and Defended Values Judgment Application to a Problem (Value Issue involving choices)	Chapters 1, 3 (charts), 9, 10 and 12
	Strategies CONCEPTUAL DEVELOPMENT Student Learning General-izations Concepts Facts Example Cultures, though dis- tinctive in many ways, are similar. Culture religion language Facts about religion, language, etc., from various cultures, chosen for comparison and for potentials for discussion about values. Teacher Planning General-izations Concepts Facts Inductive Deductive	Chapters 1, 10, 11, and 12
	Major Concepts Environment Time Space Culture System Causality Goals Norms Technology Power Interdependence Co-operation Conflict Stability Change	Chapters 1 and 11
	Content Areas Grade XII – World Problems and Issues Grade XI – World Problems and Issues Grade X – Canadian Studies Grade IX – Man, Culture, and Technology in Western Societies Grade VIII – Man, Culture, and Technology in Afro-Asian Societies Grade VII – Man, Culture, and Technology in Pre-Industrial Societies	Chapter 4

Chapter 3

BEHAVIORAL OBJECTIVES

Definition

Behavioral objectives are expressed in such a way that the learner must demonstrate by a change in his behavior, or by his performance, that he has learned something. Teachers have often stated objectives such as the following:

“To foster a democratic spirit.”

The objective, while noble, gave no indication as to what the teacher would do to foster this spirit, nor what the students would do to demonstrate that they had achieved it.

A behavioral objective might be stated as follows:

“At the end of the unit, the students will be able to distinguish between elements of communist economic practice and free enterprise economic practice, by _____.”
(Teacher will indicate here the evaluative criteria or instrument used.)

If the teacher has achieved his goal, then presumably he could structure an evaluative instrument in which the students could demonstrate that they can distinguish these features. Thus, by the behavior or performance of the students, the teacher is made aware of his success or failure in achieving his objective. Regardless of the way in which an objective has been stated, there is no way of determining whether or not it has been achieved until there is an observable, overt behavior on the part of the learner.

Controversy

There are some who criticize the “great leap forward” into behavioral objectives. For the most part, these criticisms stem from the fact that some educators have become so engrossed with the writing of behavioral objectives that they lose perspective as to their proper place in the course.¹ Others criticize the use of behavioral objectives on the grounds that they may impose an inflexible regimen on a study; that what is laid out on Monday may not be as profitable on Wednesday as an issue raised in class on Tuesday.²

Those who wish to pursue the controversy further will be able to find eleven common objections to behavioral objectives, and Popham’s responses to these criticisms listed in **Social Education**³:

Advantages of Behavioral Objectives

It is not suggested that a teacher become a slave to behavioral objectives. They are simply a tool which can assist teachers in:

- a. outlining realistic goals for students
- b. choosing learning activities and programs
- c. assisting in evaluation by indicating to teachers and students what is to be evaluated.

Behavioral objectives can be used by teachers as means rather than ends, and as guides rather than prescriptive monoliths. Proper use of behavioral objectives can do much to prevent teachers from becoming confused and frustrated by the variety of teaching methods, evaluative instruments, and instructional materials, as well as by the demands of administrators, the community and modern educational theory.

That there is a need for objectives of some kind is obvious. One study⁴ found no objectives stated in 300 school systems surveyed. Many supervisors and observers today note the same thing in making classroom observations.

Haberman⁵ lists six advantages of behavioral objectives:

1. Provides both teachers and pupils with a clearly stated purpose.
2. Facilitates the fragmenting of content into meaningful and manageable pieces.
3. Facilitates the organizing of content into hierarchies and hence into instructional sequences.
4. Simplifies evaluative procedures.
5. Clarifies the relevance of particular pieces of instructional material.
6. Opens the educative process to research and planning.

How to Write Behavioral Objectives⁶

1. The objective, when written, should be clear and precise. The teacher should not shroud his intent in flowery language. Make plain what the intent is.
2. The objective should be realistic, and fit the grade level and abilities of the students.

3. The objectives should be attainable by instruction (not by accident) and should be capable of being measured. If "democracy" is being "fostered" then the method of doing so should be specified, and definite steps for the "fostering" should be specified as well as the means of evaluating how successfully this has been achieved.
4. The number of objectives should be as many as necessary to guarantee attention to all the concepts, skills and values the teacher has decided should be included in the unit of study.

Relationship to Other Components

- A. Behavioral objectives are related to both the cognitive and affective domains. (See the following charts from Gronlund)

As further guidance in writing appropriate behavioral objectives, Gronlund asks five basic questions:⁷

1. Do the objectives indicate learning outcomes that are appropriate to the instructional area?
2. Do the objectives represent all the logical and expected learning outcomes of the proposed learning experience or unit?
3. Are the objectives attainable by these particular students? The nature of the students — their readiness and level of maturity — are important considerations.
4. Are the objectives in harmony with the philosophy of the school, school system and community?
5. Are the objectives in harmony with the basic principles of learning?

- B. In addition, behavioral objectives are related to the proposed learning activities of the unit. Once the teacher has laid out an objective, he must structure some activity or activities which will foster the attainment of that objective. An example may help to illustrate what is meant. In studying a unit on China, one of the behavioral objectives might be as follows:

At the completion of the unit, the student using only memory will be able to place on a blank map of China some of the major geographic features of that country.

The teacher should then determine what classroom activities will best translate into the desired learning outcome. Is the teacher going to use a programmed geography unit or a series of wall-map exercises? Some instructional technique must be devised to translate the latent behavioral objective into a behavior on the part of the learners.

- C. A third relationship which needs to be borne in mind is the relationship between behavioral objectives and evaluation. A properly stated behavioral objective implies — indeed begs for — evaluation.⁸ A properly stated behavioral objective can be evaluated. One which cannot be evaluated may not be a valid objective. An objective like, "Teach students to be loyal citizens", gives no clue as to how a teacher can determine when he can stop teaching this because it has been achieved. An objective like, "The student will be able to provide a brief definition of communism", can be evaluated. When the learner brings to the teacher a piece of paper containing an acceptable definition, presumably the task is completed and a new task may be embarked upon. The teacher may state the next task or objective as follows: "Given a list of economic and social conditions, the student will be able to classify them under two headings — "Free enterprise" and "Communism." One can see then, that essential to the construction of the behavioral objective itself is a built-in evaluation.

Let us not, however, completely ignore the criticisms of behavioral objectives. While it is not too difficult to write behavioral objectives for the affective domain, there are problems in evaluating them. Affective objectives may not be evaluated quantitatively, but often they may be evaluated by observation. An objective like, "The student, at the conclusion of the study, will accept the Soviet citizen as a person, even though he is ideologically different", does not lend itself to quantitative evaluation. But this does not mean that such an objective is undesirable, nor does it mean that the perceptive teacher cannot determine a shift in students' opinions and attitudes. A nod of the head or a smile on the part of the student reflects his feelings, and while a teacher may not place a comment on the report card like, "Smiles a lot at the right times", the teacher can nonetheless realize that he has managed a shift of opinion on the part of his students. While it is true that behavioral objectives relate best to the cognitive domain, this in itself should not preclude their use in the affective domain.

Teachers should refer to Chapter 8, Evaluation, for suggested evaluative techniques in the affective domain.

Certainly no one should be forced to use behavioral objectives, but they will likely prove useful and worthwhile for most teachers. They help to establish worthwhile educational goals, and if followed through with valid instructional tasks, coupled with effective evaluation techniques, a tired learning situation can be transformed into meaningful, relevant, education.

Stating Behavioral Objectives for Classroom Instruction

The charts from Gronlund on the following pages should assist teachers in stating behavioral objectives in both the cognitive and affective domains.

**TABLE I. Major Categories in the Cognitive Domain of the Taxonomy of
of Educational Objectives (Bloom, 1956)***

Descriptions of the Major Categories in the Cognitive Domain

1. **Knowledge.** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.
2. **Comprehension.** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.
3. **Application.** Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.
4. **Analysis.** Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.
5. **Synthesis.** Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.
6. **Evaluation.** Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

**TABLE II. Examples of General Instructional Objectives and Behavioral Terms
for the Cognitive Domain of the Taxonomy ***

<i>Illustrative General Instructional Objectives</i>	<i>Illustrative Behavioral Terms for Stating Specific Learning Outcomes</i>
Knows common terms	Defines, describes, identifies, labels,
Knows specific facts	lists, matches, names, outlines, re-
Knows methods and procedures	produces, selects, states
Knows basic concepts	
Knows principles	
Understands facts and principles	Converts, defends, distinguishes, es-
Interprets verbal material	timates, explains, extends, general-
Interprets charts and graphs	izes, gives examples, infers, para-
Translates verbal material to mathematical form-	phrases, predicts, rewrites, summar-
ulas	izes
Estimates future consequences implied in data	
Justifies methods and procedures	
Applies concepts and principles to new situations	Changes, computes, demonstrates,
Applies laws and theories to practical situations	discovers, manipulates, modifies, op-
Solves mathematical problems	erates, predicts, prepares, produces,
Constructs charts and graphs	relates, shows, solves, uses
Demonstrates correct usage of a method or	
procedure	
Recognizes unstated assumptions	Breaks down, diagrams, differenti-
Recognizes logical fallacies in reasoning	ates, discriminates, distinguishes,
Distinguishes between facts and inferences	identifies, illustrates, infers, out-
Evaluates the relevancy of data	lines, points out, relates, selects,
Analyzes the organizational structure of a work	separates, subdivides.
(art, music, writing)	

Writes a well organized theme
 Gives a well organized speech
 Writes a creative short story (or poem, or music)
 Proposes a plan for an experiment
 Integrates learning from different areas into a plan for solving a problem
 Formulates a new scheme for classifying objects (or events, or ideas)

Judges the logical consistency of written material
 Judges the adequacy with which conclusions are supported by data
 Judges the value of a work (art, music, writing) by use of internal criteria
 Judges the value of a work (art, music, writing) by use of external standards of excellence

Categorizes, combines, compiles, composes, creates, devises designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, support

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TABLE III. Major Categories in the Affective Domain of the Taxonomy of Educational Objectives (Krathwohl, 1964)*

Descriptions of the Major Categories in the Affective Domain

1. **Receiving.** Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.) From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.
2. **Responding.** Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interests"; that is, those that stress the seeking out and enjoyment of particular activities.
3. **Valuing.** Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.
4. **Organization.** Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.
5. **Characterization by a Value or Value Complex.** At this level of the affective domain, the individual has a value

system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic "life style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.

TABLE IV. Examples of General Instructional Objectives and Behavioral Terms for the Affective Domain of the Taxonomy *

Illustrative General Instructional Objectives

Listens attentively
Shows awareness of the importance of learning
Shows sensitivity to human needs and social problems
Accepts differences of race and culture
Attends closely to the classroom activities

Complete assigned homework
Obeys school rules
Participates in class discussion
Completes laboratory work
Volunteers for special tasks
Shows interest in subject
Enjoys helping others

Demonstrates belief in the democratic process
Appreciates good literature (art or music)
Appreciates the role of science (or other subjects) in everyday life
Shows concern for the welfare of others
Demonstrates problem-solving attitude
Demonstrates commitment to social improvement

Recognizes the need for balance between freedom and responsibility in a democracy
Recognizes the role of systematic planning in solving problems
Accepts responsibility for his own behavior
Understands and accepts his own strengths and limitations
Formulates a life plan in harmony with his abilities, interests, and beliefs

Displays safety consciousness
Demonstrates self-reliance in working independently
Practices cooperation in group activities
Uses objective approach in problem solving
Demonstrates industry, punctuality and self-discipline
Maintains good health habits

Illustrative Behavioral Terms for Stating Specific Learning Outcomes

Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses

Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes

Complete, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works

Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, order, organizes, prepares, relates, synthesizes

Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies

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Chapter 4

MAN, CULTURE, AND TECHNOLOGY IN PRE-INDUSTRIAL SOCIETIES

The following course outline is based on the themes MAN, CULTURE, and TECHNOLOGY. Value issues relating to each theme are outlined below. Value issues can be stated as key questions. Value clarification is part of an inquiry-oriented process in the seeking of answers to these key questions. It is intended that this study should provide the basic skills and conceptual understandings needed for the in-depth studies of Man, Culture, and Technology at the Grade VIII and IX levels.

Each value issue should be studied in the context of one or more primitive or pre-industrial societies selected by the teacher and students. The societies selected for study should serve to illustrate the concepts Man, Culture, and Technology in concrete, simple and specific forms.

The attention of teachers is directed to Section B, "Problems of Current Interest" in Chapter One. Approximately one-third of social studies class time may be devoted to a study of problems that are of current interest to students and teachers.

A. Theme: What is Man?

1. Value Issue: What is human about human beings?
 - a. Suggested Concepts
 - (1) basic needs
 - (2) a value system
 - (3) communication, verbal and non-verbal
 - (4) technology
 - (5) social organization
 - (6) world view
 - b. Suggested Valuing Questions
 - (1) Does the solving of only the problems of basic needs make a human being, or is there more?
 - (2) How does man's value system relate to his basic needs?
 - (3) Are all men equally human?
 - (4) Should people accept responsibility for meeting the needs of others?
2. Value Issue: Should each man strive to be a unique individual?
 - a. Suggested Concepts
 - (1) individuality
 - (2) values (personal)
 - (3) religion
 - (4) philosophy
 - (5) creativity
 - (6) forms of expression
 - b. Suggested Valuing Questions
 - (1) Should all individuals be considered equal? Why or why not?
 - (2) Should or should not society value differences?
 - (3) To what extent and under what conditions should individuals be free to deviate from accepted value systems?
 - (4) How can an individual reconcile his personal values with other values that exist in a rapidly changing world?
3. Value Issue: Should man strengthen his group identities?
 - a. Suggested Concepts
 - (1) racial groups
 - (2) religious groups
 - (3) political groups — tribes, nation
 - (4) social and economic groups
 - (5) ethnic groups
 - (6) family groups

b. Suggested Valuing Questions

- (1) Is loyalty to individuals or ideas more important than loyalty to groups?
- (2) In what ways are basic groups like the family threatened or changed by belonging to many other groups?
- (3) Which groups should be most important to the individual and to the culture in terms of survival?

B. Theme: What Is Culture?

1. Value Issue: How can cultures best solve their basic problems?

a. Suggested Concepts

- (1) cultural needs
- (2) natural environment
- (3) social systems
- (4) cultural adaptation
- (5) technology
- (6) division of labor

b. Suggested Valuing Questions

- (1) Why do cultures differ in the manner in which they solve their problems?
- (2) To what extent is cultural survival dependent upon adaptation and technology?
- (3) What are the environmental limitations on cultural development?
- (4) Does a culture of leisure imply new values for man? If so, what might they be?

2. Value Issue: Why are cultures unique, yet similar?

a. Suggested Concepts

- (1) cultural universals
- (2) nationalism
- (3) ethnocentrism
- (4) regionalism

b. Suggested Valuing Questions

- (1) Should equality exist within cultures and between cultures?
- (2) Should man sacrifice cultural uniqueness for nationalism or internationalism?
- (3) Is any one culture superior to any other culture?

3. Value Issue: To what extent should cultures incorporate change?

a. Suggested Concepts

- (1) change
- (2) co-operation — accommodation — assimilation
- (3) competition — conflict — extinction
- (4) cultural diffusion
- (5) cultural lag

b. Suggested Valuing Questions

- (1) Should different groups be permitted to establish their own way of life or become part of a "melting pot"?
- (2) Should cultural diffusion be controlled?
- (3) In what ways do cultural changes threaten and alter the value systems of individuals and of society?
- (4) In what direction should cultural change be encouraged; e.g., material or spiritual?

C. Theme: What Is Technology?

1. Value Issue: To what extent has technological change benefited pre-industrial societies?

a. Suggested Concepts

- (1) technology
- (2) time
- (3) space
- (4) goals

- (5) power
 - (6) productivity
 - (7) division of labor
 - (8) roles
 - b. Suggested Valuing Questions
 - (1) Does advancing technology increase or decrease man's basic freedoms? His ultimate happiness?
 - (2) To what extent should technological advances be controlled?
2. Value Issue: Should a pre-industrial society do what is technically possible whether or not it is socially desirable?
- a. Suggested Concepts
 - (1) social change
 - (2) conservation
 - (3) dependence
 - (4) standard of living
 - (5) cultural lag
 - (6) assimilation – integration
 - b. Suggested Valuing Questions
 - (1) What should be the order of priorities for technological development?
 - (2) Who should decide what is socially desirable?
 - (3) Should technically powerful cultures dominate those that are less advanced?
 - (4) Should each generation preserve the earth's natural resources?



MAN, TECHNOLOGY, AND CULTURE IN AFRO-ASIAN SOCIETIES

VIII

The following course outline is based on the themes MAN, TECHNOLOGY, and CULTURE. Value issues relating to each theme are outlined below. Value issues can be stated as key questions. Value clarification is part of an inquiry-oriented process in the seeking of answers to these key questions.

Each value issue should be studied in the context of one or more Afro-Asian societies to be selected by the teacher and students. For purposes of this course, "Afro-Asian" societies include Asia (excluding the U.S.S.R.), Africa, the Middle East and the Pacific Islands.

The attention of teachers is directed to Section B, "Problems of Current Interest" in Chapter One. Approximately one-third of social studies class time may be devoted to a study of problems that are of current interest to students and teachers.

A. Theme: Afro-Asian Man

1. Value Issue: Should individual worth be maximized in an Afro-Asian society?

a. Some Sample Valuing Questions

- (1) Considering the existing conditions, which should be given the greater emphasis: the rights of the individual, or the rights of the group?
- (2) Would maximizing the worth of the individual be beneficial or harmful to society?
- (3) Should the idea be accepted that any man is like everyman?
- (4) What should be the major criteria in assessing individual worth?

b. Some Sample Conceptual Questions

- (1) What are the *basic needs* of Afro-Asian man?
- (2) How have *individual needs* been met in the past?
- (3) What is the *status* of the individual in the present society?
 - Politically
 - Economically
 - Socially
- (4) What are the limitations to *social mobility* within this society?
- (5) What *forces of change* have changed, are changing, or may change the ways in which individual needs are met?
- (6) How might existing conditions be *modified* in this society?

B. Theme: Afro-Asian Technology

1. Value Issue: Should Afro-Asian Societies change the methods by which resources are utilized?

a. Some Sample Valuing Questions

- (1) Would such changes have harmful effects on other aspects of the society?
- (2) What should be the role of government and of the individual in utilization of resources?
- (3) Should the production of national wealth be given greater emphasis than the production of individual wealth?
- (4) Should access to resources and wealth be changed?
- (5) What should be the criteria for determining the value of technological change?

b. Some Sample Conceptual Questions

- (1) What are the existing *human and natural resources*?
- (2) What is the present level of *utilization* of these resources?
- (3) What is the present level of development of *transportation* and *communication* facilities?
- (4) What are the present methods used to control and distribute *wealth*?
- (5) What conditions prompt changes in the *technology* of the society?
 - Invention
 - Diffusion or borrowing
- (6) What types of *technological changes* are possible in view of existing conditions?
- (7) What are the possible *results* of technological changes to the:
 - environment?
 - society?
 - individual?

C. Theme: Afro-Asian Culture

1. Value Issue: Should social and cultural change in an Afro-Asian society be viewed as necessary and desirable?
 - a. Some Sample Valuing Questions
 - (1) Have *socio-cultural changes* which have occurred in this society in the past been harmful or beneficial ?
 - (2) Should changes which are occurring continue in the same direction and at the same rate?
 - (3) Would new social and cultural changes have beneficial or harmful effects (on the groups and individuals within society)?
 - (4) Should a wide latitude of social and cultural variety be permitted to thrive within this society?
 - (5) What should be the criteria for determining the value of social and cultural change?
 - b. Some Sample Conceptual Questions
 - (1) What *social and cultural changes* have occurred in this society with respect to:
 - the interaction process?
 - social groups?
 - social norms?
 - social institutions?
 - (2) What *conditions* exist in this society at the present time?
 - Social problems which have been solved
 - Social problems which have been created or left unsolved
 - (3) How might existing social problems be solved?
 - Problems of cultural diversity (tribalism, religion, language, etc.)
 - Problems relating to or dealing with change (cultural lag, tradition, aesthetics, etc.)

D. Theme: Afro-Asian Society And International Relations

1. Value Issue: Should an Afro-Asian society pursue a policy of non-alignment?
 - a. Some Sample Valuing Questions
 - (1) Could the international relations that Afro-Asian nations have had in the past be considered satisfying:
 - to them?
 - to other nations involved?
 - (2) Should Afro-Asian nations maintain existing international relations?
 - (3) Would Afro-Asian interests be best served by alignment with major power blocs?
 - (4) Should the people of Afro-Asian society be satisfied with the consequences of their relations with Western societies?
 - (5) What should the criteria be for determining success or failure in the development of international relations?
 - b. Some Sample Conceptual Questions
 - (1) What organizations previously maintained *international relations* with Afro-Asian society?
 - (2) What are the international interests of Afro-Asian society and what *international organizations* exist to serve these interests?
 - (3) What are the alternatives to the bi-polar structure of power as presently envisioned?
 - (4) What are the consequences of *bi-lateral and multi-lateral alignments* with Western society?

MAN, TECHNOLOGY, AND CULTURE IN WESTERN SOCIETIES

IX

The Grade IX Social Studies course is outlined in three sections:

- Theme I: Value Issues Relating To Man
- Theme II: Value Issues Relating To Technology
- Theme III: Value Issues Relating To Culture

It is expected that each class will examine at least one issue from each of Themes I, II and III.

Each value issue is divided into several questions relating to "Understanding the Value Issue". These questions are in turn followed by a list of "Suggested Concepts for Developing Value Issues" which are suggestive only.

The value issues selected for study should be investigated in the context of one or more societies in the Western World. The Western World is defined as including the Western Hemisphere (excluding Canada which is dealt with in Grade X), Europe (including the U.S.S.R.), Australia and New Zealand. The selection of a particular society from within these areas should be made according to the potential of the society to illustrate the value issue under study. In spite of the extensive availability of resource materials on the U.S.A., in-depth study of problems in the U.S.A. should be limited to one value issue.

Value issues can be stated as key questions. Value clarification is part of an inquiry-oriented process in the seeking of answers to these key questions.

The attention of teachers is directed to Section B, "Problems of Current Interest" in Chapter One. Approximately one-third of social studies class time may be devoted to a study of problems that are of current interest to students and teachers.

A. Theme I: Man In The Western World

Major Problem: How should the society under study resolve conflicts between individual freedom and group control?

1. Value Issue: Should the state assume responsibility for the welfare of the individual?

Understanding the Value Issue

- (1) What is poverty?
- (2) To what extent does poverty exist with respect to
 - physical needs
 - cultural needs
 - socio-psychological needs?
- (3) Why does poverty exist?
- (4) To what extent is the existence of physical poverty a result of
 - unequal distribution of natural resources
 - type of economic system
- (5) Is poverty with respect to the satisfaction of cultural and socio-psychological needs a result of physical poverty?
- (6) What role should the following play in overcoming poverty?
 - governments
 - non-governmental organizations
 - individuals

Suggested Concepts for Developing Value Issues

An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem there might be. (The following list is not all-inclusive. There may be additional concepts to be examined in studying the issue.)

Definition of physical, cultural, socio-psychological needs

- poverty — definition-indexes of poverty
- welfare
- welfare state
- socialism vs. free enterprise
- social legislations — pensions, unemployment insurance, medical benefits, guaranteed annual income, etc.
- urban renewal
- slums
- security — cradle to grave care
- effect on individual identity
- modified command economy
- charity
- thrift
- regional disparity
- individual initiative

2. Value Issue: What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- | | |
|---|---|
| (1) What are man's basic rights and freedoms? | — individual rights |
| (2) What are man's corresponding responsibilities to society? | — human rights |
| (3) To what extent are man's basic rights and freedoms present in various societies? | — freedoms |
| (4) What are the corresponding responsibilities to these societies? | — responsibilities — to individuals, groups and state |
| (5) What institutions will best ensure that a satisfactory balance between rights and freedoms of man and his responsibilities can be achieved? | — discrimination |
| | — self-determination |
| | — justice |
| | — equality |
| | — rule of law |
| | — civil liberties |
| | — due process of law |
| | — legislation |
| | — role of dissent |
| | — majority rule |
| | — minority rights |
| | — interdependence |
| | — change and stability |
| | — co-operation |
| | — censorship |

3. Value Issue: By what means and to what extent can the individual and the group influence decision-making?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- | | |
|--|---|
| (1) How is decision-making in society influenced by | — governments — legislatures |
| — individuals | — political parties |
| — groups | — pressure groups |
| (2) What are the motives of individuals and groups in influencing decision-making? | — lobbies |
| | — communication media |
| | — propaganda techniques |
| | — petition |
| | — plebiscite |
| | — violence — threats |
| (3) How effective are individuals and groups in achieving their objectives? | — laissez-faire |
| | — elections |
| | — interaction |
| | — opinion polls |
| | — strikes — threats to strike |
| | — self-interest |
| | — philanthropy |
| | — withdrawal of services — bureaucracy |
| | — responsible government — maintaining the status quo |

B. Theme II: Technology In The Western World

Major Problem: How should Western societies use technology to achieve the goals of mankind?

1. Value Issue: To what extent should man use human and natural resources to improve his standard of living?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem might be. (The following list is not all inclusive. There may be additional concepts to be examined in studying the issue.)

- (1) What resources are available to man in order to improve his standard of living?
- (2) What is the effect on the standard of living when resources are not developed?
- (3) How does consumption of resources affect man's environment?
- (4) How does management of personal resources affect man?
- (5) How efficiently does the nation use available resources in improving the standard of living for all its people?
- (6) To what extent should man continue to use available resources?

- standard of living
- resources — human and natural
- ecology
- conservation —
- high mass consumption
- exploitation
- production for consumption
- waste
- pollution
- consumer practices
- interdependence
- geography — settlements
- environment
- technology
- gross national product
- exports — imports
- trade
- depletion
- exploration
- regional disparity
- capital
- transportation — communication
- education
- cult of progress
- growth of industry
- free enterprise
- socialism
- landed aristocracy

2. Value Issue: How should man meet the challenge of change created by technology?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- (1) What technological changes has man introduced?
- (2) What is the effect of technological advancement on society?
- (3) What factors have caused technological change?

Technological Change

- automation
- mass production
- cybernetics
- specialization and division of labour
- scientific methods

Understanding the Value Issue

- (4) Why has technology become a challenge for man?
- (5) How successful is man in adjusting to technological change?
- (6) What plans should man make for coping with future technological change?

Suggested Concepts for Developing Value Issues

Effects

- increased leisure time
- education and re-training
- need for adaptability
- urbanization
- affluence
- mobility — social and physical
- high mass consumption
- planned obsolescence
- interdependence
- dislocation

3. Value Issue: To what extent should the wealth and technology of one nation be shared with other nations?

Understanding the Value Issue

- (1) How extensive are differences in the wealth of the people and nations of the Western World?
- (2) Why do such discrepancies exist within and among the people and nations of the Western World?
- (3) To what extent should a nation be concerned with the welfare of other nations?

Suggested Concepts for Developing Value Issues

- wealth
- regional disparity
- standard of living
- poverty
- foreign aid — motives
- priorities
- scarcity
- trade
- capital
- control of economy by minority groups
- social legislation
- resources
- distribution of wealth
- nationalization
- capitalism
- business organizations
- surpluses
- incentives
- exploitation
- international economic communities
- economic imperialism
- national self-interest

C. Theme III: Culture In The Western World

Major Problem: How should individuals and social groups of differing political, economic, social and cultural convictions adjust so as to minimize conflicts within the Western World?

1. Value Issue: Should men work toward a common culture or should differences be encouraged?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem might be. (The following list is not all-inclusive. There may be additional concepts to be examined in studying the issue.)

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- (1) Does the existence of minority groups within a culture pose problems for the majority?
- (2) To what extent is the assimilation or accommodation of a minority culture a result of society's attitude as compared to the minority group's position?
- (3) Should minority groups be
 - assimilated, resulting in a "melting pot" type of culture?
 - accommodated, resulting in a "mosaic" type of culture?

- minority groups — cultural, racial, religious, political, economic
- culture
- assimilation
- accommodation
- cultural preservation — change
- integration — segregation
- cultural diffusion
- Unity — disunity
- co-operation — conflict
- social classes — class structure
- interaction
- economic independence vs. economic dependence
- spatial distribution
- prejudice
- race
- social control and legal control
- equality

2. Value Issue: Should one's efforts be directed toward material want or toward the development and preservation of aesthetic, moral and spiritual values?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- (1) Does man's quest for material gain overshadow his aesthetic, spiritual, and moral development?
- (2) Has advanced technology changed man's moral, aesthetic and spiritual values?
- (3) Should moral, spiritual and aesthetic values keep pace with technological advances?

- aesthetics, spirituality, morality
- change — lack of permanency
- secularization
- medical advances — drugs, surgical
- materialism
- affluence
- changing influence of social institutions — family, church, school, government
- social disorder — crime, racial tension vs. changing moral attitudes
- cultural lag
- respect for tradition
- changing aesthetic values
- apathy — lack of involvement
- fatalism
- anomie

3. Value Issue: How can the quality of urban life be improved?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- (1) What are the problems resulting from the growth of large urban centers?
- (2) In spite of the advantages of urban living, why do problems continue to exist?
- (3) What measures should be taken to improve urban life?

- urbanization
- anomie
- housing
- community planning
- crime
- pollution — land, air, water
- recreation
- individual worth
- mass man

Suggested Concepts for Developing Value Issues

- consciousness of time
- materialism
- interdependence
- core

Advantages

- suburb, slurb, exurb
- megalopolis
- entertainment
- cultural amenities
- group protection
- impersonal relationships
- concentration of labour, capital, services
- urban-rural conflicts
- congestion



CANADIAN STUDIES

10

This course deals with perplexing value issues facing contemporary Canadian society. Value issues should be investigated with the aid of concepts and processes from history, geography and the social sciences.

Value issues can be stated as key questions. Value clarification is part of an inquiry-oriented process in the seeking of answers to these key questions.

All the problems studied in the course, national and international, should be studied as they appear in the Canadian context, as the new social studies curriculum includes problems of a strictly international or global nature at other grade levels.

It is suggested that a minimum of three value issues should be studied: one from Value Issues I, II, III, IV; one from Value Issues V, VI, VII; and one from Value Issues VIII, IX, X.

The attention of teachers is directed to Section B, "Problems of Current Interest" in Chapter One. Approximately one-third of social studies class time may be devoted to a study of problems that are of current interest to students and teachers.

VALUE ISSUES

I -	Should the endowed and more advanced regions of Canada contribute to the less developed regions of Canada?	Canada Internal
II -	Should poverty be tolerated in the affluent Canadian society?	Social Economic
III -	Should the process of urbanization be encouraged? Why or why not?	
IV -	Should Canadians reject a trend toward high mass-consumption?	
V -	Should Canada move toward greater national unity?	Canada Internal
VI -	Should Canada have two official languages?	
VII -	Should we attempt to achieve a greater measure of participatory government in Canada?	Political
VIII -	Should Canada pursue a policy of non-alignment?	Canada External
IX -	Should Canada move toward greater political and economic autonomy?	Social Political Economic
X -	Should Canada "massively" increase her foreign aid?	

OUTLINE OF VALUE ISSUES

Canada Internal (Social, Economic)

No. 1

- A. Value Issue: Should the endowed and more advanced regions of Canada contribute to the less developed regions of Canada?
- B. Concepts
 1. Reasons for regional disparity:
 - a. geographic regions of Canada
 - b. natural resources
 - c. human resources
 - d. technology
 - e. capital
 2. Consequences of regional disparity:
 - a. inequality in standard of living
 - b. inequality in opportunity for education
 - c. inequality in job opportunity
 - d. inequality in welfare services
 - e. migration of people from poorer to richer regions

3. Attempts at solutions to the problem of regional disparity:
 - a. government
 - grants
 - programs
 - b. relocation
 - c. education
- C. Suggested Valuing Questions (These should be examined within the two contexts of “what can be” and “what ought to be”.)
 1. Regional economic disparity creates inequality — is this just?
 2. Should people (rich and poor) be compelled to change their way of life to solve regional economic disparity?
 3. Should we, as individuals, attempt to solve the problem of regional economic disparity? Why or why not?

No. II

- A. Value Issue: Should poverty be tolerated in the affluent Canadian society?
- B. Concepts
 1. Reasons for poverty in Canada:
 - a. historical
 - b. personal
 - psychological
 - physical
 - educational (including consumer education)
 - c. environmental
 - social
 - cultural
 - geographic
 2. Consequences of poverty:
 - a. to the individual
 - health
 - housing
 - food
 - education
 - mentality
 - b. to the nation
 - political
 - social
 - economic
 3. Attempts at solution:
 - a. agencies
 - public
 - private
 - b. consumer education
 - c. group and individual action
- C. Suggested Valuing Questions
 1. Should poverty be eliminated to preserve human dignity?
 2. Should an individual be willing to sacrifice part of his wealth to provide for his neighbor's welfare? Why or why not?
 3. Should the Indians, Eskimos and Metis of Canada be given special assistance?
 4. Should every responsible citizen contribute to the productivity of the country?
 5. Should Canada become a welfare state?
 6. Should consumer education be mandatory? For the poor? For all?

No. III

- A. Value Issue: Should the process of urbanization be encouraged?
- B. Concepts
 - 1. Reasons for development of urbanization:
 - a. historical development
 - the growth of Canadian urban areas (choose a few or only one — for a detailed study.)
 - b. economic development
 - relationship between the rise of urbanization and technological process
 - facilities
 - c. cultural development
 - centers of culture and civilization — arts, science, sports
 - cities offer various services denied country dwellers
 - ethnic attractions
 - 2. Consequences of urbanization:
 - a. anonymity
 - b. mobility
 - c. abundance
 - d. slum areas
 - e. housing
 - f. transportation
 - g. pollution
 - h. crime and juvenile delinquency
 - i. recreational facilities
 - j. leisure time
 - k. noise and congestion
 - l. loneliness
 - m. others
 - 3. Attempts at solutions to the problems of urbanization:
 - a. government programs
 - urban renewal
 - reorganization of government structures
 - b. non-governmental programs
 - company towns
 - community programs
 - private housing developments
 - urban renewal
- C. Suggested Valuing Questions
 - 1. Should human freedom and dignity be safeguarded at the expense of urbanization?
 - 2. Should urban areas be preplanned?
 - 3. Should the size of cities be regulated?

No. IV

- A. Value Issue: Should Canadians reject a trend toward high mass-consumption?
- B. Concepts
 - 1. Reasons for high mass-consumption:
 - a. with advertising, consumers' wants are increased
 - b. with increased consumption, there is more demand
 - c. with increased demand, there is more production
 - d. with increased production, there is more employment
 - e. with increased employment, there is more purchasing power (cash and credit)
 - f. with increased purchasing power, there is more demand
 - g. with modern technology, emphasis must be placed on man the consumer rather than on man the producer

2. Consequences of high mass-consumption:
 - a. planned obsolescence — products are made to last a short time
 - b. rise of advertising as a major industry
 - c. value changes
 - tolerance of poor workmanship
 - de-emphasization on thrift and saving
 - emphasis on material wealth (acquisitiveness)
 - present-time orientation
 - tolerance of waste
 - d. use and misuse of credit
 - e. increased complexity of household management
 - f. depletion of resources
 - g. possible inflation
 - h. increased employment
 - i. increased standard of living
3. Attempts toward rational decision-making:
 - a. government
 - federal — Department of Consumer and Corporate Affairs
 - provincial — Consumers Affairs Branch
 - b. other agencies
 - Better Business Bureau
 - Canadian Association of Consumers
 - schools
 - c. individual

C. Suggested Valuing Questions

1. "Once in my life I would like to own something outright before it is broken! I'm always in a race with the junkyard! I just finish paying for the car and its on its last legs . . . They time these things. They time them so when you've finally paid for them, they're used up." Do you agree? Why?
2. "Fashion is a form of ugliness so constituted that we have to alter it every six months." Do you agree? Why?
3. Should the people who sell goods and services be expected to describe them truthfully? Should buyers assume any responsibility for the fairness of sales practices?
4. Should creditors have the right to seize products purchased on the installment plan if the installments are not met?
5. Should governments protect the consumer? Do producers also need protection?
6. "All people have consciences. If the fraudulent schemer gets away with his scheme, the punishment of conscience will get him and this punishment is greater than anything the law could provide." Do you agree? Why?

Canada Internal (Political)

No. V

- A. Value Issue: Should Canada move toward greater national unity?
- B. Concepts
 1. Reasons for national disunity:
 - a. historical background
 - ethnic origins
 - misunderstanding between the two founding nations
 - b. geographical regions
 - c. economic problems
 - regional competition
 - American influence
 - d. political problems
 - distribution of powers
 2. Consequences of national disunity:

- a. separatist movements
 - b. East-West rivalry
 - c. American influence
 - d. division of loyalties
 - e. sectionalism
- 3. Attempts at solution:
 - a. royal commissions
 - b. federal-provincial conferences
 - c. student exchange
 - d. attempts at creating a national image
 - flag
 - Expo
 - centennial projects
 - e. regional or metropolitan states
- C. Suggested Valuing Questions
 1. What does it mean to me to be a Canadian?
 2. Should each individual in this country owe first loyalty to Canada?
 3. "The establishment of a Republic in Canada would increase unity." Do you agree?
 4. Should Canada under all circumstances remain intact?
 5. Should Canada be a "melting pot" or a cultural mosaic?

No. VI

- A. Value Issue: Should Canada have two official languages?
- B. Concepts
 1. Reasons for two official languages:
 - a. demographic foundations
 - ethnic origin and composition of the Canadian population
 - assimilation of other minorities in either the English or French linguistic group
 - b. legal foundations
 - evolution of language rights in Canada
 - meaning of Section 133 of the B. N. A. Act
 - Official Languages Act
 - c. uniqueness of duality
 2. Consequences of having two languages:
 - a. to the individual
 - advantages
 - disadvantages
 - b. to the nation
 - advantages
 - disadvantages
 3. Attempts at a solution:
 - a. by the Canadian government
 - bilingualism and biculturalism commission
 - Official Languages Act
 - bilingual schools
 - b. by private groups
 - exchange programs
- C. Suggested Valuing Questions
 1. Should all Canadians be compelled to learn two languages?
 2. Should Canadians strive to establish a multilingual nation, a bilingual nation, or a unilingual nation?
 3. Should Canadians cultivate bilingualism in order to establish a unique Canadian culture?
 4. "One cannot understand a culture without knowing its language." Do you agree?

No. VII

- A. Value Issue: Should we encourage greater participatory government in Canada?
- B. Concepts
 - 1. Reasons for political apathy:
 - a. lack of knowledge of the political process
 - federally
 - provincially
 - locally
 - b. lack of interest in the political process
 - c. dissatisfaction with the established system
 - d. alienation from the established system
 - 2. Consequences of political apathy:
 - a. government chosen by minorities
 - b. domination of representatives by party caucus
 - c. domination of the Cabinet
 - d. growth of civil service control
 - e. lack of communication between
 - representative and his constituency
 - government and people
 - local government and central government
 - f. dissatisfaction and revolution
 - 3. Attempts at solution by:
 - a. government
 - dialogue
 - education
 - b. multi-party system
 - c. local government
 - d. individuals
 - protest movements
 - petitions
 - e. communication media
- C. Suggested Valuing Questions
 - 1. Should Canadians be committed to their system of government as it is now constructed?
 - 2. Should Canadians be encouraged to participate in government?
 - 3. Should an individual vote if he is not well informed?
 - 4. Should one vote for the party or for the man?
 - 5. "Modern communication makes political decision-making easier." Do you agree?

Canada External (Social, Political, Economic)

No. VIII

- A. Value Issue: Should Canada pursue a policy of non-alignment?
- B. Concepts
 - 1. Reasons for our foreign policy:
 - a. traditional
 - out of imperial history
 - b. ideological
 - out of our belief in a certain type of policy and economic system
 - c. economic and cultural pressure from the United States
 - trade and investment
 - proximity to the United States
 - 2. Consequences of our foreign policy:
 - a. with respect to militarism
 - b. with respect to disarmament
 - c. with respect to internationalism

3. Attempts towards non-alignment:
 - a. unilateral and multilateral
 - b. involvement with United Nations and International Control Commission
 - c. review of Canadian Defense Policy
 - NATO
 - NORAD
 - ABM's
- c. Suggested Valuing Questions
 1. "Our alliance commitments affect our freedom of action." Do you agree?
 2. Should Canada's economic position be the major factor in determining her alignment policy?
 3. "Co-existence with different political and economic ideologies is possible." Do you agree?
 4. Is it realistic to pursue a policy of non-alignment?
 5. Should Canada move towards a policy of non-alignment if it will affect our friendship with the United States?

No. IX

- A. Value Issue: Should Canada move toward greater political and economic autonomy?
- B. Concepts
 1. Reasons:
 - a. for autonomy
 - capital control
 - labor control
 - exploitation of natural resources
 - secondary industry
 - status
 - parliamentary system
 - b. against autonomy
 - world involvement
 - economic interdependence
 - collective security
 2. Consequences of autonomy:
 - a. with reference to the United States
 - standard of living
 - conservation of resources
 - tariff policy
 - identity
 - b. with reference to the world
 - regional specialization
 - free trade
 - peace
 3. Attempts at solution:
 - a. economic and political autonomy with respect to the United States
 - encouragement of investment from countries other than the United States
 - encouragement of investment by Canadian friends in Canada
 - the Economic Council of Canada
 - tariffs and other tax policies
 - trade with the Communist world
 - diplomatic relations
- C. Suggested Valuing Questions
 1. "Economic integration leads to political union." Do you agree?
 2. Should Canada maintain diplomatic relations with nations of differing ideologies?
 3. Should Canada be more concerned with developing her own political and economic policies in order to offer a unique contribution to the world?

No. X

- A. Value Issue: Should Canada “massively” increase her foreign aid?
- B. Concepts
 - 1. Reasons:
 - a. for
 - present responsibility due to past Western exploitation
 - political benefits
 - economic benefits
 - humanitarian concern
 - development of a global village
 - b. against
 - recipient resentment
 - cost
 - domestic needs
 - political entanglements
 - ineffectiveness
 - 2. Consequences:
 - a. world image — how we are seen
 - b. Canadian character — what we become
 - c. recipient’s character — what they become
 - d. world peace
 - e. international trade
 - f. material change
 - 3. Attempts:
 - a. relationship to United Nations programs
 - b. Colombo Plan
 - c. direct government aid
 - d. private programs
 - Canadian University Students Overseas
 - OXFAM
 - CARE
 - Foster Parents Plan
 - International Red Cross
 - e. church programs
- C. Suggested Valuing Questions
 - 1. Should Canada concentrate on its own needs first?
 - 2. Should Canadians with special skills be required to serve in emerging nations?
 - 3. Should Canadians have the right to expect a return on their foreign aid programs?
 - 4. “Nations cannot provide foreign aid without injuring the self-respect of the receivers.” Do you agree?
 - 5. Should nations have the right to interfere in the affairs of other nations even with what seems to be aid?

WORLD PROBLEMS AND ISSUES

The Social Studies 20 course includes the following two units which are structured by the Department of Education and allows one-third time for the study of problems that are of current interest to students and teachers.

The attention of teachers is directed to Section B, "Problems of Current Interest" in Chapter One.

The two structured units and the problems of current interest may be taken in any time sequence which the teacher deems suitable.

UNIT I: POPULATION AND PRODUCTION

- A. Major Problem: Can the earth support its growing population?
- B. Objectives
The objective of this unit is to develop an awareness of a continuing concern for and a rational approach to problems that arise out of the population increase and scarcity of resources.
- C. Definition of the Problem Through Development of Concepts
Is there a scientifically-measured basis for the widely-expressed fears of a "population explosion", or is there a "credibility gap"?
 1. Viewpoints – philosophical, economic, scientific, historical and theological sources
 2. Population distribution and growth
 3. Systems of production:
 - a. primary
 - b. secondary as seen through case studies
 - c. tertiary
 4. Systems of economy:
 - a. subsistence
 - b. transitional
 - c. commercial
 5. Relationship between population and resources:
 - a. optimum population
 - b. over-population
 - c. maximum population
 - d. under-population
 - e. minimum population
- D. Issues Relating to "Population and Production"
 1. Issue: Can the poor nations of the world expect to achieve a higher standard of living?
 - a. Demographic transition
 - (1) Does society have a right and/or duty to exercise population control measures?
 - b. Vicious circle of poverty as seen through case studies
 - (1) Does society have a right and/or duty to produce food and develop resource potential in all areas where production and development are possible, even if this production and development result in breaking traditional, moral, religious, or economic barriers?
 2. Issue: Should the "revolution of rising expectations" be encouraged?
 - a. International aid and trade
 - (1) If the underprivileged segments of our national society have a right to receive assistance from the national economy, is it desirable that the same principle be applied to the international level?
- E. Criteria for the Selection of Case Studies
 1. Societies may be selected from any geographical area, past or present.
 2. Selected societies or themes must have clearly recognizable problems of population and production.
 3. Research data conclusive to inquiry learning must be available.
 4. Care must be exercised to avoid overlap with themes studied at previous or succeeding grade levels.

UNIT II: CHANGE VERSUS TRADITION

- A. Major Problem: Have traditions and departures from traditions served to enhance the dignity of man?

B. Objectives

1. To show that the most intrinsic values of a people are subject to influence and eventual change as a result of cultural variations, and that these same forces are operative in any society, historic or modern.
2. To show that any society experiences the forces of change and how its traditions have yielded to, and resisted these forces.
3. To show the inter-relationship of cultural patterns and values.
4. To be able to identify the values of a society and understand how these values influence the activities of the society.

C. Definition of the Problem Through Development of Concepts

1. The phenomenon of change (concept):
 - a. Can a society be immune to change?
 - b. Are changes always in conflict with traditions?
 - c. Evolution vs. revolution.
 - d. What is the role of values re change vs. tradition?
2. Forces of change (causes):
 - a. intellectual, e.g., philosophic basis
 - b. cultural, e.g., Renaissance
 - c. technological, e.g., Industrial Revolution
 - d. biographic figures, e.g., Alexander
 - e. natural phenomenon, e.g., climate
3. Consequences of change vs. tradition:
 - a. redefinition of values

D. Themes Illustrative of the Problem, "Tradition vs. Change"

Teachers may choose from the following themes those which seem best to attain the above objectives. The number of themes to be developed is left to the discretion of teachers. It is suggested that the themes be studied through the context of a number of societies.

The criteria for selecting societies and themes to be studied are:

1. Societies may be selected from any geographical area, past or present.
2. Selected societies or themes must have clearly recognizable forces of tradition and change.
3. Research data conclusive to inquiry learning must be available.
4. Care must be exercised to avoid overlap with themes studied at previous or succeeding grade levels.

1. Theme: Religion

- a. Sample Issues
 - (1) ecumenism vs. sectarianism
 - (2) individual morality vs. institutional morality
 - (3) missions and missionaries (various religions)
 - (4) relationship between church and state
- b. Sample Value Questions
 - (1) Does organized religion fulfill a need in a society?
 - (2) Should the multiplicity of religious beliefs and practices be maintained?

2. Theme: Social Groups

- a. Sample Issues
 - (1) individual vs. group conformity
 - (2) family vs. communal living
 - (3) caste system vs. social mobility
 - (4) elite vs. the masses
- b. Sample Value Questions
 - (1) Is the form and function of the family valid in its society?
 - (2) Is a classless society desirable?

3. Theme: Law

- (a) Sample Issues

- (1) freedom vs. control
 - (2) conscience and conformity
 - (3) rights vs. responsibilities
 - (4) liberalism vs. absolutism
- b. Sample Value Questions
 - (1) What should be the degree of control or freedom in a society? (e.g., Hobbes, Locke)
 - (2) Do the citizens of a society have the responsibility for the functioning of the laws?
- 4. Theme: Creative Expressions (Art Forms)
 - a. Sample Issues
 - (1) traditional vs. emerging forms
 - (2) idealism vs. materialism
 - (3) aesthetic vs. practical
 - (4) quality vs. quantity in living
 - (5) freedom of expression vs. censorship
 - b. Sample Value Question
 - (1) Should new forms of creative expression be encouraged?
- 5. Theme: Education
 - a. Sample Issues
 - (1) indoctrination vs. objectivity
 - (2) mass vs. elite education
 - (3) functional vs. liberal
 - b. Sample Value Questions
 - (1) Does liberal education create a better society?
 - (2) Should education challenge or reinforce the values of a society?

In addition to, or in place of, the above themes, teacher and students may wish to consider value issues which arise in connection with themes such as:

- a. tribalism – nationalism – internationalism
 - b. industrialization
 - c. communication and transportation
 - d. colonialism
 - e. etc.
- E. Valuing Questions (Summary)
- 1. Should a society attempt to maintain its traditions?
 - 2. What is the relevance of change and/or tradition to:
 - a. society?
 - b. the individual?
 - 3. What should be the criteria for accepting change?

WORLD PROBLEMS AND ISSUES

The Social Studies 30 course includes the following two units which are structured by the Department of Education. One-third of instruction time may also be devoted to the study of problems which are of current interest to students and teachers. The attention of teachers is directed to Section B, "Problems of Current Interest" in Chapter One. The two structured units and the problems of current interest may be taken in any time sequence which the teacher deems suitable.

The associated value issues listed in the structured units are intended to be examples only and teachers and students should feel free to use these or other issues which are of concern to them. Value issues can be stated as key questions. Value clarification is part of an inquiry-oriented process in the seeking of answers to these key questions.

UNIT I: ECONOMIC AND POLITICAL SYSTEMS

I. Economic Systems

A. General Features of Economic Systems

1. The basic problem of scarcity
2. The basic economic questions
 - a. What should be produced?
 - b. How should it be produced?
 - c. For whom should it be produced?

B. Change in Economic Systems

C. Economic Models – Economic Systems in Their Basic Form Showing Relationship Among Elements

1. Market
2. Command
3. Traditional

D. Value Positions Associated With Each System

1. Chief Value Issue: Which economic system is best?
 - a. Associated Value Issues
 - (1) To what extent should an economic system emphasize individual freedom or group security?
Suggested Value Questions
 - Should economic systems tolerate extremes of wealth and poverty?
 - Should an economic system encourage individual initiative?
 - Should an economic system emphasize competition?
 - (2) To what extent should an economic system emphasize individual freedom or economic efficiency?
Suggested Value Questions
 - Is supply and demand the most efficient way of apportioning resources?
 - Should the state have the right to expropriate private property?
 - Should an individual's occupation be chosen or assigned?
 - (3) To what extent should an economic system stress growth or security?
Suggested Value Questions
 - Should technological change be allowed to endanger the stability of existing society?
 - Should man always attempt what is technologically possible?
 - Should man use resources now if future shortages are predictable?

II. Political Systems

A. General Features of Political Systems

1. Why do political systems exist?
2. The basic political problems for which all political systems must attempt to provide solutions.
 - a. a means for selection and control of leaders
 - b. for response to demands
 - c. a process of decision-making
 - d. institutions to maintain the systems
 - e. for enforcement of decisions
 - f. a citizen-state relationship

- B. Political Models – Political Systems in Their Basic Form Showing Relationship Among Elements
 - 1. Totalitarian polity
 - 2. Democratic polity
 - 3. Traditional polity
- C. Value Positions Associated With Each System
 - 1. Chief Value Issue: Which political system is best?
 - a. Associated Value Issues
 - (1) Who should rule – where should political power lie?
 - Suggested Value Questions
 - How should leadership change?
 - What qualities should a leader possess?
 - Who is the best citizen?
 - (2) To what extent should a political system emphasize individual freedom or group welfare?
 - Suggested Value Questions
 - Should man have inalienable rights?
 - Should society have the power to force an individual to act against his conscience?
 - (3) To what extent should a political system stress change or stability?
 - Suggested Value Questions
 - Can society preserve its values in the face of changing conditions?
 - How should conflict be resolved?

III. Analytical Case Studies of Economic and Political Systems

Suggestions for the Examination of Case Studies

- 1. The purpose of the case studies is to apply the concepts developed in the previous sections of the unit.
- 2. Wherever possible, students should be expected to make value judgements about ideas developed in the case studies.
- 3. Students should identify the various adaptations of theory to actual situations.
- 4. Teachers should establish a working model for evaluating the various features of economic and political systems in the case studies.

UNIT II: CONFLICT AND CO-OPERATION

I. International Conflict

- A. Basic Reasons for International Tension/Conflict
 - 1. Ideological
 - 2. Economic
 - 3. Political
 - 4. Cultural
 - 5. Religious
- B. The Nature of War in the 20th Century
 - 1. Attitudes toward war
 - 2. Kinds of war
 - 3. Technology in war
 - 4. Course of war
 - a. initiation
 - b. interaction
 - c. termination
- C. Effects of War
 - 1. Political
 - 2. Economic
 - 3. Cultural
- D. Case Studies of a Variety of Wars Which Have Occurred in the 20th Century to Illustrate the Ideas Examined in the Preceding Sections of the Unit

E. Value Positions Associated With International Conflict

1. Chief Value Issue: Is war a legitimate means of settling disputes among nations?

a. Associated Value Issues

- (1) Should nations arm? Why or why not?
- (2) Should an individual be required to fight in a war in which his nation is participating? Why or why not?
- (3) Should a nation-state use its most potent weapons in a war? Why or why not?
- (4) Should the responsibility for war be determined and punishment imposed? Why or why not?

II. International Co-operation

A. Basic Reasons for International Co-operation

1. Economic
2. Political
3. Cultural

B. Nature of International Co-operation in the 20th Century

1. Attitudes towards co-operation
2. Kinds of co-operation
3. Effect of technology on co-operation

C. Results of International Co-operation in the 20th Century

1. Human welfare
2. Security

D. Case Studies of a Variety of Examples of International Co-operation in the 20th Century to Illustrate the Ideas Examined in the Preceding Sections of the Unit

E. Value Positions Associated With International Co-operation

1. Chief Value Issue: Are supranational bodies the answer to international conflict?

a. Associated Value Issues

- (1) Should man's loyalty be to the state or to the world?
- (2) Should nation-states be sovereign?



Chapter Five

OPTIONS IN SECONDARY SOCIAL STUDIES

GROUP "B" OPTIONS IN JUNIOR HIGH SCHOOL

The Department of Education Handbook for Junior High School provides for the Introduction of Social Studies "B" options. The purpose of these options is to permit student investigation in areas of interest. The "B" options program is based on the assumption that CLASSROOM TEACHERS are most capable of assessing the resources of the schools, the interests of the students and their own abilities and talents. It is NOT intended that the Department prescribe course content in the area of the "B" options. Thus the Department has left the "B" options unstructured in order that teachers and students may develop their own options programs. Teachers should be free to innovate, improve and refine those options which they feel are suitable.

Several cautions should be noted however:

1. It is unwise to trespass on subject material that is the domain of the High School. Resource materials used in the high school should also be avoided.
2. One should avoid material that is in the core of the junior high school program. The option may complement or supplement the core – but it should be self-contained – not simply an extension of the core.
3. One should structure the options on the basis of student interest. A perceptive teacher knows what will interest his students, and plans accordingly. The students should be given opportunities to alter the course structure and suggest learning experiences and program components.
4. One should take into account prevailing community attitudes in the selection of options. If a teacher perceives a need, he may want to investigate a certain problem, but should use discretion in the choice of materials, and in the development of content. He should not upset the community needlessly.

Bear in mind that the "B" options are academic electives; they are to be offered only where resources permit. These options are intended to enable students to explore their growing interests and abilities. While this suggests, in theory, an unlimited variety of courses, a realistic approach notes a large number of limitations. It is folly to assume that students can come to an option class without direction or structure and "do their own thing." There must be some structure, but this does not mean or imply that it must be rigid. Both teachers and students should have some idea of the objectives, content, and framework. The teacher can provide this in consultation with his students? or alternatively, the teacher may provide the framework, and the students then enroll in the option of their choice.

Four possible frameworks are:

1. Disciplines approach
2. Depth studies approach
3. Social issues and problems approach
4. Activities approach

1. Discipline(s) Approach

The teacher and students may investigate the structure, methodology, concepts or materials of a particular discipline. What is history? How does the historian arrive at TRUTH? Through such studies, the student should gain insight into the nature of the discipline or disciplines.

2. Depth Study Approach

This will involve a thorough investigation of some aspect of society or the physical environment. The subject chosen may be of historical interest, or it may be contemporary. A person might investigate the Viking voyages or the problem of noise pollution. An investigation might be made of some local problem, e.g., hog marketing or "giving" wheat away. The possibilities are numerous.

3. Social Issues or Problems Approach

This approach would involve the study of various problems which are of concern, or it may be an investigation of some recurring social problem. e.g., "Why do the Americans feel they must safeguard the peace of the world?"

4. Activity Approach

Games, contests, projects and field trips have the virtue of eliminating most problems of motivation in the classroom. These activities should be used as means of acquiring insight into the real world. For example THE PROPAGANDA GAME can serve as a useful vehicle in the analysis of the accuracy of newspaper reporting.

These four approaches may be blended and integrated.

EVALUATION IN THE JUNIOR HIGH SCHOOL OPTIONS

Since the options are of an exploratory nature, it is recommended that a rigorous, marks-oriented type of evaluation not be carried out.

The purpose of the options is to acquaint students with interesting social science concepts or problems. Hence, there should be little need for such extrinsic motivators as marks. Some may prefer a system of reporting which employs a marking system which states that the student's progress is satisfactory or unsatisfactory. A teacher may wish to evaluate students on their interest, and their participation. If the courses are kept relevant and interesting, teachers will not need to devise complex evaluative instruments.

OPTIONS IN SENIOR HIGH SCHOOL SOCIAL STUDIES

The options in the Senior High School, as established by the Department of Education, are listed in the *Senior High School Handbook. Curriculum Guides* for some of these options are distributed through school board offices. The objectives of each course along with some suggested activities and instructional aids are contained in these publications. Some flexibility is provided the individual school as to depth of the course offered and the number of credits a student may earn in each course.

The options in the Senior High School are discipline-oriented. This means that the teacher, along with the student, should explore the methodology and examine some of the concepts and generalizations which have been developed within the social or behavioral sciences. It is not the purpose of the courses to develop expertise in the social science disciplines, rather the student should acquire some insight into the nature of the disciplines and the work of a social or behavioral scientist. The concepts and generalizations that the students develop may be applied to historical, present, anticipated problems.

Chapter Six

MOTIVATION OF STUDENTS

Every teacher faced with a classroom full of students is confronted with the problem of motivation. How to make students learn, or at least make them want to learn, is a question for which there is no simple answer. Motivation is a composite of many things that good teachers do to stimulate in students a desire to learn what the teacher thinks they should learn. In actual fact, good motivation is not always as difficult to attain as might first appear. There are many classrooms where students appear to enjoy and profit from the learning experiences, and probably all teachers would like a classroom like that. If so, certain steps must be taken, consciously, to guarantee such a classroom climate.

Two Basic Types of Motivation are:

- (1) external
- (2) internal

External motivation is applied from “outside” in order to have students learn something in which they can see no immediate value, but which the teacher perceives as being important. Internal motivation is that which comes from “inside” the student – an internalized desire to learn because of some need which he himself perceives. Some educational theorists today encourage teachers to permit students to set goals, based on the premise that student-set goals will be more intrinsically motivating than goals set exclusively by teachers. Thus motivation may involve two different processes:

1. creating a lively, varied and stimulating classroom atmosphere, in order to maintain a high level of students’ interest in the learning experiences;
2. fostering and promoting, as much as possible, the real interests of the students so that they will feel like pursuing those interests that are important to them.

The Teacher’s Personality and Model of Behavior have a great deal to do with how much interest students demonstrate in the learning process. It is really the teacher’s behavior that counts most in the area of motivation. In daily classroom encounters, evidence shows^{1,2} that teachers who exhibit “accepting” behavior get the best responses from students and promote the liveliest classroom discussions because students do not feel “threatened”. Those familiar with Rath’s² methods of values clarification, or Costa’s¹ identification of teacher behavior will recognize what this involves. Basically, these methods restrict teachers’ moralizing and ask teachers to accept student comments unemotionally and to simply clarify the responses or ask students to expand on them. In such an atmosphere, students will eventually comment on things that they really feel, and hence may feel that the class is “relevant” because they have the opportunity for honest expression.

The teacher who respects the rights, feelings and opinions of students is more likely to create in his classroom a desire for students to express themselves and to learn. The teacher can do much to encourage such honest expression. Some teachers may feel that students’ concepts are too juvenile to permit discussion; but if a teacher does respect a student’s **right** to speak out on things which are important to him, perhaps getting that student to clarify an unclear concept, or helping the student to arrive at a “big idea”, the teacher has done more for the student (and for classroom atmosphere) than correcting the student or ridiculing his juvenile idea would have done. If the teacher is enthusiastic about his subject, is dignified (but not stuffy), is respectful of the students’ feelings and opinions, and is sensitive to the clarification of their problems and values, he will likely be able to motivate his students.

The Social Studies Classroom

The classroom’s appearance is important. A room which looks like a social studies classroom can help to motivate students. Displays of illustrative and instructional materials relevant to the program of studies can do much to enhance the learning atmosphere. Ample storage and display areas for instructional materials, facilities for both individual and group work and for the ready use of audio-visual aids, will facilitate opportunities for the teacher and the students to engage in a variety of activities and to make use of a variety of materials.

Planning the Instructional Program

When planning units of study, it is suggested that teachers consider the following strategies for motivating students:

1. Formulate the learning objectives clearly, and assure that the students understand these objectives.
2. Plan for a **variety** of teaching techniques, student activities, and instructional materials to achieve the objectives. **Variety** is a good motivator.
3. Involve the students in planning the objectives and the learning experiences, and in evaluating the success of these learning experiences in the achievement of the objectives.

4. Provide for individuality. Draw upon the special interests and abilities of individual students, and endeavor to adapt content and assignments to these interests and abilities.
5. Give the students many opportunities, through discussions and studies, to analyze and clarify their personal values, social values, and the values of other people in relation to problems and issues in the world today.

Instructional Materials, Methods, and Activities in Social Studies

The following lists are provided to assist teachers in planning for the use of a variety of materials, methods and activities to motivate learning. The lists are not intended to be all-inclusive, nor are they arranged in any suggested order of priority.

1. Some Instructional Materials and Resources

- (1) bulletin boards and classroom displays
- (2) reference books
- (3) periodicals and newspapers
- (4) graphs, tables, charts, diagrams, time lines, travel folders and posters
- (5) pictures and cartoons
- (6) films, filmstrips, slides
- (7) tapes (Audio and VTR) and records
- (8) maps and globes
- (9) topographical maps
- (10) aerial photographs
- (11) overhead transparencies
- (12) radio and television programs
- (13) copies of original documents, journals, diaries
- (14) artifacts and models
- (15) resource people in the community (interviews and guest speakers)
- (16) museum displays
- (17) collections
- (18) music, art, and plays

2. Some Methods and Activities

- (1) reading activities for many purposes and from many sources
- (2) viewing and listening activities (audio-visual aids)
- (3) inquiry and problem-solving (see chapter 12 of this handbook)
- (4) reports (oral and written)
- (5) class and group discussions
- (6) case studies
- (7) panels
- (8) debates
- (9) techniques for values clarification (see chapter 9 of this Handbook, and Rath²)
- (10) buzz groups
- (11) committee or group work
- (12) preparing displays and exhibits
- (13) preparing and interpreting maps, charts, graphs, pictures, cartoons
- (14) creative activities (role-laying, creative writing, art work, modelling)
- (15) interviews
- (16) guest speakers
- (17) surveys and field trips
- (18) community service projects
- (19) preparing notebooks and scrapbooks
- (20) simulations

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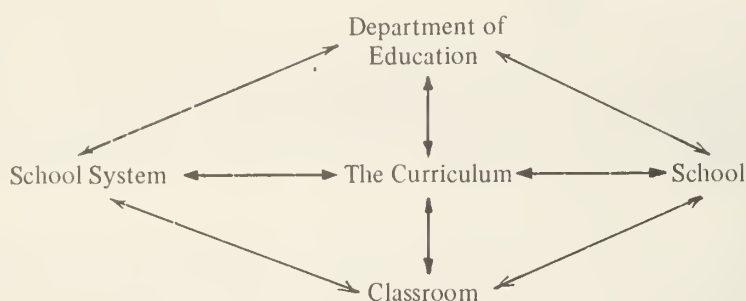
Chapter 7

PLANNING AND IMPLEMENTING THE PROGRAM

The Development of the Social Studies Curriculum in Alberta

Traditionally, curriculum development has been influenced by several factors including the nature of society, the nature of the learner, and the changing nature of the related disciplines or body of knowledge. These forces are reflected at several levels in the development of curriculum in Alberta.

The following chart illustrates the relationships among four different societal levels which contribute to the development and implementation of the curriculum.



The Department of Education develops lists of objectives and curriculum outlines in broad general terms. In the school system, and within a specific school, it is expected that further specification of objectives, content, and processes will be developed. At the classroom level the curriculum “comes alive”, for there, under the guidance of the teacher, is where “the action is”. It is at the classroom level that interaction between the curriculum and the student occurs. In the final analysis, it is the decisions and expertise brought to the learning situation by the teachers that determine the nature and impact of the curriculum.

The Department of Education’s broad prescription for the social studies curriculum is outlined in Chapters 1 and 4 in this Handbook. It forms the basis for instruction, but allows for many decisions at the system, school, and classroom levels. The task of translating the provincial curriculum outlines into effective learning opportunities for students is the responsibility of educators at the local level.

Professional Preparation

In planning and implementing the new program in social studies, a teacher’s primary concern is an understanding of the theoretical basis of the curriculum and of the teaching skills for implementing it. To achieve this understanding teachers will need to participate in activities which foster their professional competence, such as in-service meetings and workshops, study groups, visits and discussions with other teachers. The reading of current professional references and periodicals related to social studies is recommended also. A bibliography of some of these is provided on pages 11 and 12.

The Organization of Instructional Resources

The new social studies program requires a wide range of instructional resources. No single textbook will do. Students will need a variety of appropriate print materials such as reference books, periodicals, newspapers, pamphlets and articles. Also, they will need to enrich reading and verbal learning through the use of audio-visual materials such as films, filmstrips, slides, pictures, diagrams, tapes, recordings, artifacts and models.

The accumulation and organization of these instructional resources is another matter of primary concern in planning and implementing the program. Unfortunately, school budgets generally restrict the annual funds available for the purchase of this instructional material. Consequently, teachers are advised to assess references and other materials carefully before purchase in order to assure that available funds are being spent on materials which are most useful in their program, and to establish priority lists of materials to be purchased over a period of several years. Groups of social studies teachers in a school or in a school system should find it advantageous to coordinate their efforts in assessing, accumulating, and organizing the resource materials. Social Studies Resource Centres may be established to make more materials available for all teachers in a school or school system.

The use of the resources of community persons, institutions, and organizations should be considered as well in planning the instructional resources. By the use of speakers, field trips, interviews, surveys, and by the involvement of students in community projects, the social studies classroom can draw upon community resources for learning.

Planning Units of Study

The careful planning of the Units of Study is an important factor in the successful implementation of the program. If groups of teachers work together in planning units of study the participants can gain a valuable learning experience, especially those who are less experienced or less knowledgeable in the new program.

The planning of a Unit of Study for use with a particular class of students should be preceded by an assessment of the students in the class — a diagnosis of their needs, problems, interests, background, and social learning. Through a survey of the students' school records, class discussions, and the assignment of written themes and responses, the teacher may discover the students' strengths and weaknesses, the problems and concepts which need to be studied in the projected unit, the attitudes and values which need to be clarified, and the skills which need to be strengthened.

Much of this knowledge will have to be gathered as the unit of study is developed with the students, but the preliminary diagnosis should assist the teacher in making the first decisions about objectives, content, learning experiences, and instructional materials for the unit of study.

A Suggested Format for a Unit of Study is as follows:

1. Unit Title or Theme

Expressed as a value issue or a problem to be studied.

2. Overview

This is a statement related to the general objectives and significance of the study, and to the major concepts, values, and skills to be emphasized.

3. Specific Objectives

- (a) Value objectives
- (b) Skill objectives
- (c) Knowledge objectives

These objectives should be stated specifically in terms of the activity or expected behavior of the students and of the content of learning.

e.g. Students should identify and explain (activity) at least three forces of change (content) which are affecting Afro-Asian societies.

The **value objectives** are concerned with the clarification and exploration of the attitudes, feelings, and beliefs of the students and of other people in relation to the theme under study.

e.g. Students should clarify their feelings in relation to the question, "What does it mean to me to be a Canadian?"

The **skill objectives** should identify the cognitive and social skills to be initiated or strengthened.

e.g. Students should discern the difference between facts and opinions in the analysis of data.

The **knowledge objectives** should identify the understandings, concepts, and generalizations to be developed.

e.g. Students should define the concept "regional disparity" in Canada and be able to identify and explain at least three reasons for and at least three consequences of regional disparity.

4. Content

This is a statement of the topics of study and of the major concepts and generalizations which students should understand from the study of these topics.

The selection of the topics should be guided by the assessment of students' needs, the statement of objectives, the curriculum framework, and the availability of resource materials.

5. Learning Experiences

(a) Introductory Learning Experiences (Opener)

These experiences introduce and initiate the Unit of Study, and will include such experiences as:

- i identifying the value issue or problem and defining terms;
 - ii acquainting students with general and specific objectives of the study;
 - iii discussing and planning topics of study for developing content;
 - iv acquainting students with the resource material available for use in the study;
 - v motivating and sensitizing the students through such means as duplicated readings, films, a speaker, map study, pictures and charts, classroom displays.
- (See Chapter 6 "Motivation of Students" for other suggestions)

(b) **Developmental Learning Experiences**

These experiences develop the study toward the achievement of the objectives of the unit (values, skills, and knowledge). A variety of individual and group experiences with special emphasis on student inquiry and problem solving is recommended in collecting, organizing, and analyzing data. The use of a variety of resource materials, both print and non-print, is recommended also.

(c) **Concluding Learning Experiences and Evaluation**

These experiences pull together all the learning experiences in which the students have been engaged, and evaluate the success of these experiences in the achievement of the unit objectives.

Class discussions might focus on questions such as:

How successful have we been in achieving our objectives?

What are the major learnings (concepts and generalizations) which we have gained from the study?

Which learning experiences and instructional materials that were included in the study do you think were most useful? least useful?

What could we do better or differently in our next Unit of Study?

Your attention is directed to Chapter 8 "Evaluation" for suggestions related to procedures in evaluating the Unit of Study.

A Checklist of Criteria in Planning and Implementing the Program

The following list of questions is intended to emphasize some of the important areas of concern in the social studies. Teachers may find it a useful check-list in planning and implementing their instructional program.

Criteria	Comments
1. Are teachers from the various grade levels in the school planning together to develop a sequential program in the social studies?	
2. Is a professional library of current publications in social studies made available to teachers?	
3. Does the school have a written statement of its objectives in the social studies program, and have all the social studies teachers participated in the formulation of this statement?	
4. Are values and the valuing process, cognitive and social skills, and knowledge all represented in the statement of objectives? (Refer to Chapters 1 and 2)	
5. Are the following instructional materials readily available? — reference books — periodicals and newspapers — files of pamphlets, pictures, clippings, etc. — films, filmstrips, slides — tapes and records — transparencies — maps, charts, globes	
6. Does reference material provide for different levels of student ability?	
7. Are duplicated materials such as study guides, models, assignment sheets, readings, and bibliographies being prepared for the students' use?	

- | Criteria | Comments |
|--|----------|
| 8. Does the program provide students with many opportunities to analyze and clarify personal values, social values, and the values of other people in relation to the study of social problems past and present, of current controversial issues and of different cultures and societies? (Refer to Chapter 9) | |
| 9. Does the program provide free and open inquiry into value issues by the students and does the teacher respect the students' right to hold points of view that differ from his own? | |
| 10. Is the content of the program drawn from history, geography, and the various social sciences (interdisciplinary approach), and is this content used to develop an understanding of major concepts and generalizations? (Refer to Chapter 11) | |
| 11. Does the program provide students with continuing experiences in developing the skills of inquiry and problem-solving? (Refer to Chapter 12) | |
| 12. Does the program provide for the sequential development and reinforcement of other social studies skills? (Refer to Chapter 10) | |
| 13. Does the program provide a variety of activities, instructional strategies and materials in order to motivate students? (Refer to Chapter 6) | |
| 14. Does the teacher endeavor to create a "social studies atmosphere" in the classroom through displays of appropriate illustrative and instructional materials? | |
| 15. Does the program provide opportunities for students' participation in the real social world, both in school and out, through such techniques as role-playing, simulations, surveys, interviews, guest speakers, and through actual involvement in school, community and public affairs? | |
| 16. Does the program provide for differentiated assignments, activities, and instruction to relate to the varying abilities and interests of the students? | |
| 17. Is there provision for a comprehensive and continuous evaluation of students' achievement and performance related to the objectives of the instructional program? (Refer to Chapter 8) | |

18. In planning units of study:

- (a) Are the students involved in the formulation of objectives and in the planning of content and learning experiences?
- (b) Are values, skills, and knowledge all represented in the statement of objectives?
- (c) Are objectives stated in terms of students' behavior or performance which can be evaluated?
- (d) Are the learning experiences, content, and activities clearly related to the attainment of the values, skills, and knowledge objectives?
- (e) Is there provision for a variety of individual and group activities, including experiences in student inquiry and problem-solving?
- (f) Has sufficient resource and instructional material been assessed and made available?
- (g) Is the evaluation of the success of the unit of study and of the students' achievements clearly related to the stated objectives?
- (h) Are the students involved in the evaluation?
- (i) Is a variety of evaluative instruments and techniques used?

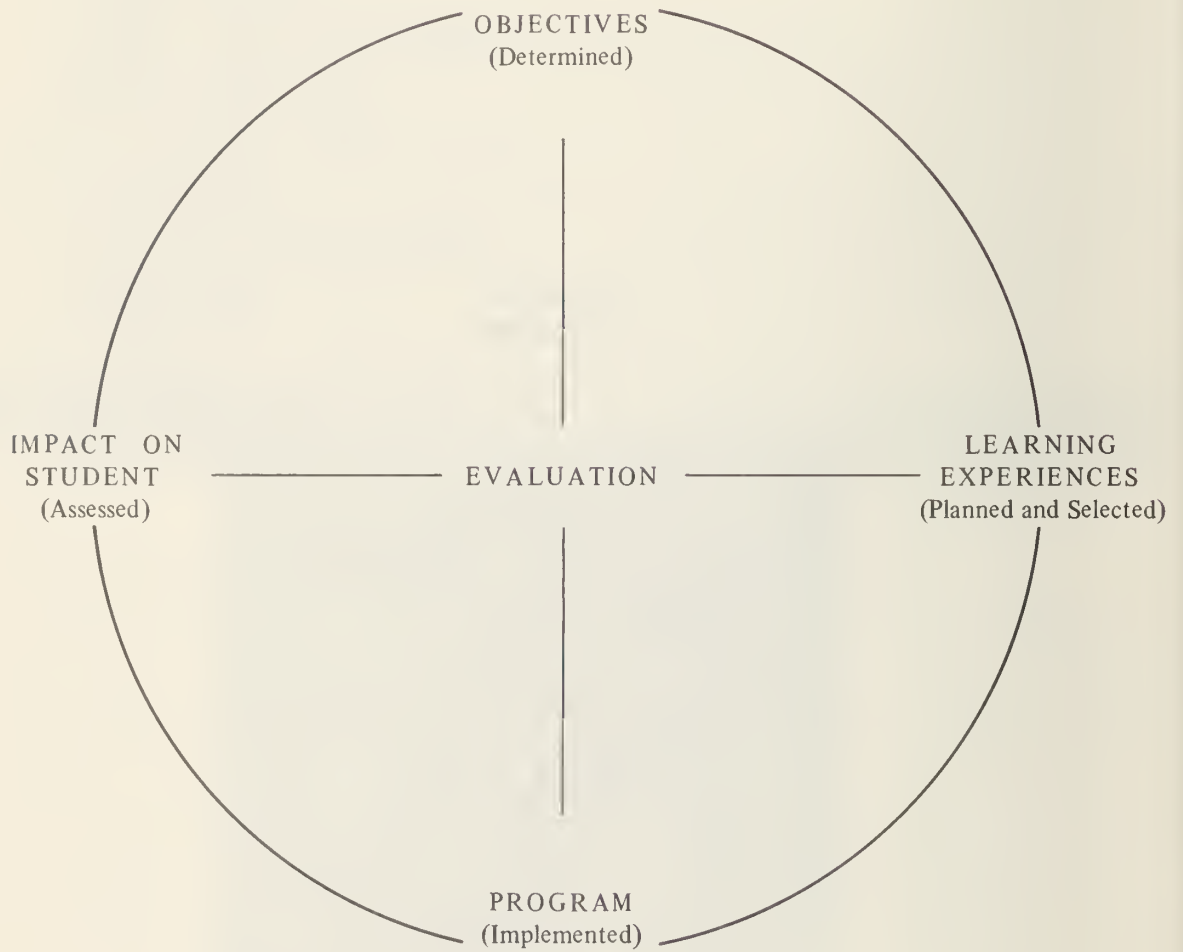


Chapter 8

EVALUATION

Evaluation is essential to effective education. All too often it is seen as if it were only measurement — a way of determining marks, grades and credits. However, when evaluation is more broadly viewed as **feedback**, it resonates through every stage of the educational process and controls the next step in all our educational decisions.

EVALUATION IN THE SOCIAL STUDIES



OBJECTIVES OF EVALUATION

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FEEDBACK TO TEACHER

1. TO IMPROVE PROGRAM
2. TO DETERMINE STUDENT READINESS FOR NEW WORK
3. TO DETERMINE AREAS OF STUDENT DIFFICULTY

FEEDBACK TO STUDENT

1. TO JUDGE AND ADJUST HIS PERFORMANCE
2. TO MOTIVATE
3. TO SEE INTERRELATED STRUCTURE OF KNOWLEDGE

FEEDBACK TO SCHOOL AND SOCIETY

1. TO DETERMINE THE BEST ALLOCATION OF AVAILABLE RESOURCES
2. TO PROVIDE A GRADE OR MARK FOR STUDENT
3. TO PROVIDE FOR INDIVIDUAL NEEDS

EVALUATION OF AFFECTIVE OBJECTIVES (Attitudes and Values)

PURPOSES

OBJECTIVES			
			TO SECURE INSIGHTS CONCERNING STUDENT ATTITUDES AND VALUES
			TO EVALUATE TEACHING PROCEDURES AND MATERIALS
			TO DETERMINE THE "SIDE EFFECTS" OF AN EDUCATIONAL PROGRAM

EVALUATION OF AFFECTIVE OBJECTIVES

The objectives of the new social studies place high priority on the valuing process. Although it is possible to assess the knowledge and skill components involved in the valuing process, no very precise instruments exist for measuring the accomplishment of the affective objectives in terms of awareness of a value or values, degree of responsiveness, acceptance or commitment to a value, conceptualization of one's own value system or characterization by a value complex.

The beliefs, attitudes, values, and other personality and affective traits which a student possesses should not themselves be used as the basis for the awarding of grades or marks. These have all been traditionally regarded as private matters which may be revealed only if the student wishes to do so. Furthermore, if a student were made to feel that his marks depended on a rating scale or some other instrument of affective evaluation, he could almost always detect those responses which would be rewarded.

Some educators believe that no attempt should be made to assess the attainment of the affective objectives of the instructional program. But such a position is inconsistent with the principle that evaluation should proceed in terms of the objectives that have been set for teaching and learning sequences. There are instruments and techniques which assist the teacher to secure insights concerning student attitudes and values and assist the student to clarify his values. A number of these are listed later in this chapter.

EVALUATION OF KNOWLEDGE AND SKILL OBJECTIVES

PURPOSES

		TO SECURE INSIGHT INTO THE STUDENT'S ABILITY TO USE THE PROBLEM-SOLVING PROCESS
		TO EVALUATE THE STUDENT'S UNDERSTANDING OF BASIC KNOWLEDGE
		TO DETERMINE STUDENT'S ABILITY TO DEVELOP LOGICAL HYPOTHESES PERTAINING TO SOCIAL PROBLEMS
TO ASSIST STUDENTS IN DEVELOPING CONCEPTS AND GENERALIZATIONS		

EVALUATION OF KNOWLEDGE AND SKILL OBJECTIVES

We are much better prepared to evaluate the student's achievement of knowledge and skill objectives in the social studies than of the affective goals. Under the heading of these objectives are included such items as: knowledge of facts, understanding, comprehension, ability to apply principles, ability to analyze, ability to synthesize, and the ability to evaluate the overall worth of a communication or experience.

Statistical analysis of multiple choice items has made possible the setting up of test banks of acceptable items throughout the province. With the increasing availability of modern computers, educational measurement has placed a great deal of emphasis on the use of the multiple-choice and short answer test. However, the availability of data from multiple-choice and short answer tests should not result in unnecessarily narrowing the range of evaluative techniques used in the social studies. By expanding the means of appraisal, evaluation could become more closely interrelated with the instructional program and thereby contribute more substantially to it.

AN INVENTORY OF EVALUATION INSTRUMENTS AND TECHNIQUES

The object of this inventory is to identify the tools and techniques commonly used in evaluating the affective, cognitive, and skill objectives of education. The chart is not all-inclusive in its listing of the instruments available, nor is it exhaustive in its descriptions of those listed. Further descriptions and additional information may be found in the references listed in the bibliography. It is hoped, however, that the list might provide suggestions which could be used to expand the range of the means of appraisal commonly used.

One final word of caution. While such devices as those listed under "projective techniques" may be relatively easy to construct and administer, they are extremely difficult to interpret. Thorndike and Hagen describe them as "no enterprise for the novice" and claim that none but the well-trained can hope to arrive at valid interpretations of the results.

INSTRUMENT	PURPOSE or USE			COMMENTS or DESCRIPTION
	Values	Knowledge	Skills	
FREE RESPONSE TESTS				
Essay Test	x	x	x	The student organizes his own answer. He is free to decide the "what" and "how" of his answer and to present it in his own words.
Paragraph Test	x	x	x	A "free" response is still required but on a somewhat smaller scale than the essay.
Sentence Answers	x	x	x	One or more sentences may be required as the answer to the test item. These are "transitional" forms of items between "objective" and "subjective" tests.

*NOTE ON THE APPLICATION OF FREE RESPONSE TECHNIQUES TO THE EVALUATION OF AFFECTIVE OBJECTIVES

The essay, paragraph, and sentence tests may all be effectively used in providing insights into students' attitudes and values. Specific questions may be constructed which would be designed to elicit information about affective traits.

OBJECTIVE TESTS

Completion Test		x	x	In the objective tests the tasks are completely structured. The completion test comprises "fill in the blanks" type of questions with the student supplying one or more words.
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INSTRUMENT	PURPOSE OR USE			COMMENTS OR DESCRIPTION
	Values	Knowledge	Skills	
Matching Test		x	x	Two or more columns are provided. The items in one column are matched with those in the other columns because of some logical relation.
True-False Test		x	x	A simple declarative statement is presented to the examinee who is required to indicate only whether the statement is true or false.
Multiple Choice	x	x	x	Both the task and the solution are completely pre-determined by the item-writer. The multiple-choice item consists of two parts: the stem, which presents the problem; and the list of possible choices or options.
Key-list Questions	x	x	x	Essentially these are a series of multiple-choice items in which the responses are given in a key and remain the same for all items.

***NOTE ON THE APPLICATION OF OBJECTIVE TEST ITEMS TO THE EVALUATION
OF AFFECTIVE OBJECTIVES**

ATTITUDE QUESTIONNAIRES employing the techniques of objective tests include:

True-False Test: Instead of indicating whether a statement is simply true or false, the student may be asked to indicate his response to statements which express a value position or an attitude by: agree-disagree, or approve-disapprove.

Multiple Choice: The choices provided to the stem of the question are scaled in terms of degree of favorableness.

Key-list Questions: The Likert Scale — uses a 5-point key which may be used in connection with any attitude statement. The parts of the key are: strongly approved, approve, undecided, disapprove, and strongly disapprove. A **summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove.

The **Semantic Differential** — uses a 7-point key in indicating the student's responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favorable) through 0 to -3 (very unfavorable).

Rank Order — In rank ordering, a group of three or more items is presented to the student which he arranges in the order of his preference. (This type of item is really a cross between the matching and key-list question).

INSTRUMENT	PURPOSE OR USE			COMMENTS OR DESCRIPTION
	Values	Knowledge	Skills	
OBSERVATION				
Anecdotal Record	x		x	This consists of a series of notes recording the precise reactions, what the student said or did, in concrete situations.
Case Method	x		x	A detailed study of a single individual.
Rating Scales	x		x	Appraisals made by an observer on a common set of attributes expressed on a common quantitative scale.
Self-Observation	x		x	Most often consists of a "self-rating" scale in which the student attempts to evaluate himself.
SOCIOMETRIC TECHNIQUES				
Sociogram	x		x	The sociogram is a diagram, or chart, showing the degree of attraction or rejection among the members of a group of students. It is based on a rating procedure that involves appraisal by one's peers by the nominating technique.
Interaction Scales	x		x	These may be used to reveal and describe the flow of interaction within the group of students (and, if desired, between the teacher and students).
SITUATIONAL TYPE TESTS				
Situational Tests	x	x	x	The individual is placed in a task situation where his behavior can be observed, his response recorded, or various aspects of his reactions rated by observers.
Role-Playing	x		x	The examinees are assigned roles in a dramatic situation and are told to enact the scene as they would handle it in real life.
Simulation Games	x	x	x	A simulation game is based on a model of some system or process in which the participants compete for specified objectives within a framework of certain rules.
Structured Experiences	x		x	Structured experiences, or structured interventions as they are called in human relations training, consists of the wide range of games, exercises, and experiences which help students to become more sensitive to their surroundings.
PROJECTIVE TECHNIQUES				
Sentence Completion Test	x			This presents the students with fragments of sentences such as: (1) When I'm 30 I expect to _____, (2) It's human nature to _____, (3) I feel proud when _____. It is theorized that how people finish such fragments will reveal considerably their basic attitudes.
Verbal Association Test	x			A list of words is presented to the student with the instructions to respond with the first word that comes to mind. Presumably the speed with which the student is expected to respond prevents censorship and reveals his inner feelings and attitudes.
Other Association Tests	x			These may employ pictures, colors, tinkertoy, and tactile or sound material.
OTHER TECHNIQUES				
Interview	x		x	In an interview questions are asked orally in a face to face situation. The interview can be structured with the questions well worked out in advance or unstructured with the dynamics of the interview situation determining the flow of questions and answers.
Inventories	x			As a technique of self-appraisal, an inventory provides a check-list to the student which may be related to his interests, attitudes, self-concept, or some other related dimension.

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Chapter 9

VALUES AND THE VALUING PROCESS

What Are Values?

How to live. What to live for. According to Tolstoi, these are the only questions that really interest human beings. The answers to these questions are called values — something important in human existence. In his explanation of values, Rath says:

“Persons have experience; they grow and learn. Out of experience may come certain guides to behavior. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our limited time and energy.”¹

Expressed another way, values are an individual's or a group's conviction of what is right, proper and desirable. They are the standards people use in observing and judging the world around them and in deciding how they themselves will act.

Values Clarification as Curriculum Content

Since values predispose people to act in certain ways and are major determinants of behavior they should form a definite and explicit part of social studies content. It must be emphasized that since there is no truly universal set of values, and since present values are undergoing change, the only valid productive activity for teachers is the teaching of the value-clarification skills.

“In periods of deep anxiety and rapid social change, value orientations come to the surface and become more intense. Education must by default or intent become embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take the responsibility for coming to terms with a questioning youth who is searching for answers to the deepest questions a changing democratic society can pose.”²

As schools “become embroiled in the turbulent efforts to reconcile old and emerging values”, teachers are faced with a number of perplexing questions. Do they transmit the values of society or allow students to discover their own values? If transmitters, what values do they transmit? Can or should values be taught? If so, what values? Or do they follow the existentialist dictum that:

“In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.”³

In answer to the above, the rationale states that the new social studies program gives the student a “free choice of values to live by” and that “the new social studies invites free and open inquiry into individual and social values”. Consistent with this “the objectives of the new social studies places high priority on the valuing process”. The valuing process has become content. If the affective objectives of “internalizing a value complex” are to be met, curriculum content must focus upon value issues that will help students to:

- a) Clarify their own feelings, attitudes and values
- b) recognize and understand the value position of others.

By definition, values are personal things — and their development is a personal and lifelong process.⁴ Process is emphasized, for in a rapidly changing world each person develops habits of examining his purposes, aspirations and attitudes if he is to find the most intelligent relationship between his life and the surrounding world. It has been said that the primary goal of education is to create and maintain a humane society. The new curriculum allows students to explore ways and means of enhancing the human-ness of humanity.

“As the world changes, as we change and as we strive to change the world again, we have many decisions to make and we should be learning to make these decisions. We should be learning how to value.

Therefore, the process of valuing is the values component of the new program. The process by which a student arrives at his values is more important than the value position he obtains. Teachers must be willing to help other people's children learn the process — a lifetime process — of searching for a viable set of values to live by and perhaps even die for.”⁶

The primary purpose of the process is to prepare students for confronting public issues rationally rather than to demonstrate the validity of any particular point of view. In a pluralistic society values that actually penetrate living in an intelligent and consistent way are not likely to emerge otherwise.

The problem solving method in general and the analytical process in particular can be applied to specific value issues. Through application of all the skills of analysis, students will discover possible solutions or alternatives and take their value positions. Having made their choice from among alternatives they shall apply pertinent data to the resolution of the value issue or the problem.

This does not indicate a lack of concern or respect for certain basic social and moral values on which society is in

general agreement as major tenets of the democratic faith.⁷ Those deemed particularly worthy of attention in the new social studies are: the dignity of man, freedom, equality, justice, empathy and loyalty. Human behavior is influenced by the value placed on each of these. The social studies curriculum should provide a forum in which students, assisted by their teachers, can determine for themselves how they will interpret and apply these basic values. Specific values to be developed or emphasized would be methodological: adherence to the scientific method, respect for evidence and concern for the truth.

Students must learn of human behavior not only in descriptive terms but in ways which permit them to analyze that behavior and to identify the values and attitudes it reveals.

The analysis of the behavior of others tells us something of our own values. What is our feeling towards them? Are their actions **right** or **wrong**? By whose standards do we judge them? Should they be allowed to do "their own thing"? Should they be subject to group control? Should individuals be masters of their own fate? Should they determine the fates of their own families? of their peers? of their community? of their environment?

RE-PHRASING VALUE ISSUES

Close scrutiny of the Program of Studies will indicate that some themes of study are stated as "key questions", rather than as "value issues" which involve students in making value judgments. In planning the study of these themes, the teacher should consider rephrasing the theme as a value issue, or phrasing a number of value issues which are related to the key question.

To be significant the value issue must meet Raths' seven criteria of what is worth clarifying (see page 65 of this chapter) and also have a sense of immediacy and poignancy. Desirably the value issue will be raised by the students as a result of learning activities focused on the major problems or issues. They should be expressed in question form in such a way as to require students to make value judgments. Therefore, students should be allowed and expected to make choices requiring them to be evaluative.

In studying most units, carefully thought out lead questions can solicit answers which will be a clarification of a student's values. Often the answers can be placed on a values continuum which will show a student where he really stands at a given point in time.

Examples of Re-phrased Key Questions

I. Grade VII: A. Theme: What Is Man?

Value Issue: What Is Human About Human Beings?

Neither question is a properly stated Value Issue. However, if one were studying the Canadian Indian a question like "Should the Canadian government abolish its system of Indian Reservations?" would touch on the dignity of man, among other values, and give the student an opportunity to see where he stands in relation to Indians today.

II. Grade VII: C. Theme: What Is Technology?

Value Issue: To what extent has technological change benefitted pre-industrial societies?

The class might be studying Eskimos. In keeping with the theme, the value issue posed could be "Should the Eskimo be given the training and the political and economic power to develop the natural resources of the North West Territories?". This could serve the dual purpose of investigating the impact of our technology on pre-industrial peoples and also the conflict of interests with private enterprise.

III. Grade VIII: A. Theme: Afro-Asian Man

Value Issue: Should individual worth be maximized in an Afro-Asian Society?

Assume that a class interested in doing a study of the Republic of South Africa became involved in the question of "apartheid". The major value issue could be illuminated by questions such as "Should Canada boycott all products from South Africa as a protest against the policy of apartheid" or "Should South African whites openly challenge the policy of apartheid if they consider it unjust?" The latter could lead to a look at discriminatory policies much closer to home — perhaps in the classroom itself.

IV. Grade X: Value Issue V: Should Canada move toward greater national unity? and

Value Issue VI: Should Canada have two official languages?

Any number of specific issues can be found to investigate, for example the following:

e.g. "Should the Federal government control the schooling of the northern native people?"

"Should Hutterites in Alberta be allowed to expand their communal way of life?"

"Should all Albertans be required to be bi-lingual?"

"Should native peoples be allowed to control their own educational systems?"

These are topics which will continue to confront the people of Alberta and on which many people feel they must take a stand!

It will be noted that in each instance a very specific value issue, but still within the theme of the broader one, has been focused upon. In working through the specifics, the student should be able to transfer or relate his own personal values to the broad issues.

VALUE CLARIFICATION: TECHNIQUES AND ACTIVITIES

Teacher's Role in Value Clarification

Each individual has to find his own values, carved out of carefully reflected experience. The skills necessary to do this can be learned in the value clarification process. As a result of this the student will emerge with a deeper sense of who he is, what he wants, what is precious and of most worth in his and others' lives.

It is, therefore, incumbent upon the teacher to confront his classes with value issues — to bring crises into the classroom when pertinent. He must provide opportunities for students to be introduced to and to consider without prejudice, other value positions from his peer group or from the teacher. The teacher must be alert to the trends and pressures of today's world, and to the problems and expectations of contemporary society, for here is the fertile ground of crises. From these will come those experiences in living which are the essence of this program.

In providing these experiences in living from a great array of possible value issues it is, perhaps, politic to ask what is worth clarifying. Rath has identified seven criteria for this.⁸

Things most worth clarifying:

- 1) are of concern to the individual
- 2) involve a variety of alternatives
- 3) are significant for many lives
- 4) affect large areas of life
- 5) must be open to control
- 6) are related or joined to other issues
- 7) recur as opposed to being transient

Activities for Clarifying Values

The activities which follow are all designed to help students bring their feelings into clearer focus. Some activities are intended to be private experiences and need not be shared publicly. Others provide opportunities for students to clarify their feelings in more of a group setting.

Many of these activities can be used in an on-going evaluation of students' values. It is not intended that these activities be used to determine whose values are "right" and whose are "wrong". Rather, these activities are intended to help teachers and students determine the **clarity**, **consistency** and **defensibility** of particular values.

1. **Rank Order.** Students are asked to rank three items in order of preference. All three items should be potentially equal in terms of desirability or undesirability.
e.g. Would you rather live in the U.S.S.R., the U.S.A., or the U.K.?
Would you rather live in a large city, in a small town or on a farm?
2. **The Continuum.** The continuum consists of a long horizontal line on which are indicated two extreme positions and a number of intermediate positions. Students are asked to identify the position with which they agree most strongly. The continuum is most useful when the various positions to be placed on it are suggested by members of the class.

Protest Movements

Student Radicals	Student Radicals	Student Radicals
Should Be Punished	(no action)	Should Be Rewarded



3. **The Values Inventory.** The values inventory is a form of continuum which is used for measuring attitudes. Students are asked to react to a given statement by indicating whether they strongly agree, agree, are undecided, disagree or strongly disagree.

1. All Members of Parliament should be bilingual.
2. A sales tax is a desirable way to add to provincial revenue.

S.A.	A.	U.	D.	S.D.

Another form of Values Inventory uses as headings, all, most, many, some and no.

- e.g.
1. Politicians are corrupt.
 2. Politicians are opportunists.
 3. Politicians are altruistic.

All	Most	Many	Some	No

4. **Semantic Differential.** Another form of continuum permits teachers to quantify student responses by assigning a numerical value to each position on the continuum. Checking of -3 or 3 indicates strong feelings one way or the other. Checking of -2, -1, 1 or 2 indicates milder feelings. Checking of 0 indicates neutral feelings.

e.g. I think that most poor people are:

	-3	-2	-1	0	1	2	3	
Stupid								Smart
Dirty								Clean
Lazy								Industrious

It is possible to total the responses from the whole class to assess the general attitudes of the group, still leaving individual responses anonymous.

5. **Unfinished Stories.** For this activity, a story, human problem, or a people-in-conflict situation is presented to pupils, but the ending, solution, or outcome is purposely omitted. It is up to the pupils or group to complete a final outcome. The teacher may wish to read only part of a story which is value-laden and have the pupils role play, dramatize, or write their own conclusion. Filmstrips and study prints provide other sources of unfinished stories.
6. **Position Statement.** The position statement allows students to express their own thoughts and feelings on a given topic. A question is raised and discussed very briefly. Students then are given five or ten minutes to prepare a written response which begins, "In my opinion . . ." or "It is my feeling that . . ." After the position statements have been prepared in private they can be read and discussed in small groups.
e.g. State your position on the question: "Should a person follow his individual conscience in the face of peer group pressure?" (reference to Social Studies 20, Theme 2 "Social Groups")
7. **Voting.** In a classroom setting, this procedure brings forth issues, ideas, or "embarrassing" situations that otherwise might be too difficult to verbalize. Here the teacher raises questions, value issues, or feelings and students state a position by a show of hands. Each student can show the strength of his agreement with a given position by the height to which he raises his hand. The fully-raised hand indicates strong agreement.
8. **Value Sheets.** Value sheets contain a description of a problem and suggest one or more solutions. There is also a series of questions pertaining to the statement. The questions are designed to assist the student in thinking through the problem.*
9. **Weekly Thought Sheets.** Students are invited to reflect upon their behavior over the past week and to identify one or two incidents about which they are particularly proud, happy, upset, satisfied, or ashamed. These incidents are described in writing and may be kept by the student or handed to the teacher. Thought sheets which are handed to the teacher may give rise to private discussions with the student, and may serve to identify issues which can be dealt with through other value-clarifying activities.
10. **The Positive Focus Game.** The positive focus game is useful as a means of getting students to listen to and understand others. The "game" has only two essential rules: attention must be focused on one person; questions and comments must be positive in nature. Steps in the game are as follows:
 - a. Pose a question or topic to be considered.
 - b. Establish groups of four, five or six persons.
 - c. Assign roles. Choose a "focus" person who will be the center of attention. Select a referee who will ensure that the rules are followed. Assign the referee and all other members of the group to "draw out" the focus person.

*(see Rath: Values and Teaching, Chapter 6)

- d. The focus person states his position on the question or topic under discussion.
 - e. Group members ask questions designed to help the focus person clarify his or her position. The referee can also ask questions but has the added responsibility of enforcing the rules of positive focus.
 - f. When the group has completed "drawing out" the focus person, the game should be evaluated. First, the group should tell focus person whether he appeared to state his position clearly and honestly. During the second phase of the evaluation, the focus person has an opportunity to tell other group members whether their questions were helpful to him in clarifying his position.
11. **The Reaction Wheel.** The reaction wheel is a simple "gimmick" for helping students record the variety of reactions which they might feel toward or about a public figure, a character in a story or film, a situation, a particular piece of legislation, or any other topic. Students draw a wheel with four or more spokes in it. They write one reaction on each spoke. Then the "wheels" are exchanged with a neighbour. Each student asks his neighbour to explain one of his reactions.
- e.g. The teacher could explore the students' feelings about:

APARTHEID



12. **Debating.** Able students, both observers and debaters are urged to clarify and substantiate their selection of values through taking the affirmative or negative side of a debate on resolutions to specific problems. For example, "Be it resolved that commercial developments be permitted in Banff National Park". Two members of both the affirmative and negative sides of the resolution are given, alternatively, equal time to make constructive opening speeches. The two sides alternate their rebuttal speeches in the original order, which should both defend their original stands as well as refute the arguments of the opposing view. The observers could then become involved in drawing up the conclusions to, and the generalizations about the specific arguments delivered concerning the resolution.
13. **Public Interviews.** In the public interview a student volunteer is interviewed, having the right to "pass up" a question, as well as to question in turn either the individual or group interviewer. The interviewee should be the center of attention, and the questions posed should deal with the interviewee's personal assessment of his attitude toward either a specific topic, or else his view on life in general. Questions dealing with family and friend relationships, attitudes toward work, habits, hopes, fears and recreation are areas which particularly encourage the individual's stand on value issues. The interview should begin with relatively insignificant questions designed to "warm up" the interviewee.
14. **Role-playing.** "Playing-out" a specific confrontation between attitudes and values involving human relations in conflict allows alternative solutions to be investigated and the consequences of these solutions developed, without the participants actually being penalized for their projected interpretations. For example, a group could enact the consequences when an unemployed Indian is interviewed by a prospective employer who has no intention of hiring an Indian, but who does not wish to appear prejudiced; or the eventualities that may have occurred from a chance meeting between Martin Luther and Pope Leo X the day before Luther posted his 95 theses. Many possible resolutions could be dramatized, with various students role-playing their interpretation of the action.

Fanny and George Shaftel in **Role-Playing for Social Values: Decision-Making in the Social Studies** (Prentice-Hall) detail eight specific steps to role-playing:

- a. Warm-up of group (vivid yet concise statement of the human relations problem — story, filmstrip, picture, etc.).
- b. Casting of role-players, selection of those students who have definite attitudes or solutions.
- c. Guiding audience to being constructively-critical observers of the role-player's interpretation of the problem.
- d. Helping role-players set the stage through questioning as to their mood, their motive and their environment.

- e. Actual enactment of situation according to individual role-player's interpretation of attitudes portrayed.
 - f. Discussion and evaluation by both role-players and observers as to feelings involved, reality of the dramatization.
 - g. Further enactment as suggested by evaluation; either a replay of the incident, or a continuation of that already put forward.
 - h. Further discussion, leading to both the voluntary sharing of personal feelings and experiences as well as developing generalizations.
15. **Value-Clarifying Discussion.** Among the different methods that can be used in classrooms to help children develop their ability to judge a situation and to make a decision freely, is the value-clarifying discussion. It allows one to see the pros and cons of a problem. But if it is to reach its aim, it must be led very cautiously. It is so tempting for a teacher to help students discover the values the teacher prizes most!. These values are not necessarily the students' values. The students have to make their own choice; only then will they be likely to act according to their conviction. The teacher's task is to help them examine the consequences of their decision for or against and the implication it could have for their lives. The questions should not guide towards a preconceived answer. They should be an attempt to cast some light on the problem and give some food for thought. After having somebody summarize the different points brought up, the teacher could propose some further discussions on the topic at a later moment. An example of a statement that can initiate a value-clarifying discussion can be: "Should both parents have employment away from home?"
16. **The Values Grid.** One means of bringing greater purpose to a value-clarifying discussion is to use a values grid like the following:

Problem	CHOOSING			PRIZING		ACTING	
	Alternatives	Consequences	Choice	Pride	Affirmation	Action	Repetition

The grid structures a discussion in such a way as to give attention to all steps in the valuing process. Social Studies 20 students might use the grid when examining the problem of legislating population controls.

17. **The Contrived Incident.** The teacher creates a real situation in which students must become involved. The situation is so real that students are prompted to clarify one specific example. One well-known example of a contrived incident occurred when a teacher, with apparent seriousness and conviction, denied for a day any privileges to all blue-eyed students in her class.
18. **Throwing Curves.** The throwing curve strategy can be used to help students make up their minds about a particular value. The teacher takes a detour, using seemingly insignificant questions in order to arouse the students' curiosity. These seemingly insignificant questions give rise to a significant issue. For example, questions concerning footwear can give rise to discussion of a shoemaker's pride in his work and hence the students' pride in their work.
19. **Devil's Advocate.** This is a technique in which the uncommonly accepted viewpoint, or unpopular side of issues, is argued by using extreme and dogmatic statements. This strategy is useful because it offers an opportunity for students to examine what they prize and cherish, to affirm it publicly, and to analyze an issue in terms of other possible alternatives. For instance, the devil's advocate may be used in presenting a persuasive argument (a) against limiting the size of cities in Alberta, (b) that Louis Riel was a hero (or villain), (c) that industry does not affect societal behaviors, or (d) that conservation of wildlife is illogical and unnecessary. The devil's advocate role may be played by teacher or student(s).
20. **The Conflict-Resolution Game** involves two people in either actual or imaginary conflict using various strategies in an effort to resolve their differences. A third person, or observer, evaluates the effectiveness of the strategies, and helps the main protagonists clarify their ideas and understand their reactions. Two illustrative methods of playing this game follow:
1. Role-play the opposing viewpoint to gain an appreciation of the other person's feelings, attitudes;
 2. Have each protagonist give a clear statement delineating his point of view, and his reasons for it. The other person involved should paraphrase this to show understanding of the ideas, and then ask questions to clarify any attitudes or points on which he is in doubt. Then the procedure should be reversed, and repeated until agreement, or the acceptance of differences, is achieved.
21. **The Clarifying Response.** Teachers can help students to clarify their values by asking short but penetrating questions in response to what students do or say. The clarifying response forces the student to analyze the reasons behind his actions and/or words. For example, when a student states his opinion on an issue, the

teacher might respond by asking, "Have you felt that way for long?" Other examples of clarifying responses include, "Do you do this very often?" "Have you thought of other alternatives?" "What is it you like about?"

FIVE VALUE-CLARIFYING STRATEGIES AND THEIR USE *

22. **Things I Love to Do.** Ask students (teacher does it with them) to number from 1-20 on a paper. Then suggest they list, as rapidly as they can, 20 things in life which they really, *really* love to do. Stress that the papers will not be collected and "corrected," and that there is no right answer about what people *should* like. It should be emphasized that in none of these values strategies should students be forced to participate. Each has the right to pass. Students may get strangely quiet; and, at first, they may even be baffled by such an "unschool-like" task as this. Flow with it, and be certain to allow enough time to list what they really love to do. Remember, at no time must the individual's privacy be invaded, and that the right of an individual to pass is sacrosanct. When everyone has listed his 20 items, the process of coding responses can be started. Here are some suggested codes which you might ask the students to use:
1. Place the \$ sign by any item which costs more than \$3, each time you do it.
 2. Put an R in front of any item which involves some RISK. The risk might be physical, intellectual, or emotional. (Which things in your own life that are things you love to do require some risk?)
 3. Using the code letters F and M, record which of the items on your list you think your father and mother might have had on their lists if they had been asked to make them at YOUR age.
 4. Place either the letter P or the letter A before each item, the "P" to be used for items which you prefer doing with PEOPLE, the "A" for items which you prefer doing ALONE. (Stress again that there is no right answer. It is important to just become aware of which are your preferences.)
 5. Place a number 5 in front of any item which you think would not be on your list 5 years from now.
 6. Finally go down through your list and place near each item the date when you did it last.

* S. B. Simon, "Values-Clarification vs. Indoctrination", *Social Education*, December, 1971. Reprinted with permission.

The discussion which follows this exercise argues more eloquently than almost anything else we can say for values-clarification.

23. **I Learned That I** This strategy fits in with the one above. After students have listed and coded their 20 items, the teacher might say, "Look at your list as something which tells a lot about you at this time in your life. What did you learn about yourself as you were going through the strategy? Will you please complete one of these sentences and share with us some of the learning you did?"

I learned that I
I relearned that I
I noticed that I
I was surprised to see that I
I was disappointed that I
I was pleased that I
I realized that I

The teacher must be willing to make some "I learned that I" statements, too. And they must not be platitudinous, either. Every effort is made for the values-clarifying teacher to be as honest and as authentic as possible.

"I learned that I" statements can be used for almost any important value-clarifying strategy. It is a way of getting the student to own the process of the search for values. It should be clear how diametrically opposed "I learned that I" statements are from indoctrination, although it is possible to misuse this or any clarification strategy to get students to give back the party line. On the other hand, using this strategy can begin to build that lifetime search for personal meaning into all of our experiences.

24. **Baker's Dozen⁹.** This is a very simple strategy which teaches us something about our personal priorities. The teacher asks each student to list 13, a baker's dozen, of his favorite items around the house which use PLUGS, that is, which require electricity.

When the students have made their lists, the teacher says, "Now, please draw a line through the three which you really could do without if there were suddenly to be a serious power shortage. It's not that you don't like

them, but that you could, if you had to, live without them. Now circle the three which really mean the most to you and which you would hold onto until the very end.”

It should be clear that again there is no right answer as to what “good” people should draw lines through and circle. The main thing is for each of us to know what we want and to see it in the perspective of what we like less.

25. **“I Urge” Telegrams.** The teacher can obtain blank telegram forms, or simply have students head a piece of paper with the word Telegram. He then says, “Each of you should think of someone in your real life to whom you would send a telegram which begins with these words: I URGE YOU TO . . . Then finish the telegram and we’ll hear some of them.”

A great many value issues come out of this simple strategy. Consider some of these telegrams:

To my sister: “I urge you to get your head together and quit using drugs.” Nancy. (All telegrams must be signed. It is our affirmation of the need to state your name and to stand up for what you believe in.)

To my Sunday School Teacher: “I urge you to quit thinking that you are the only person to know what God wants.” Signed, your student Rodney Phillips.

To my neighbor on the north side: “I urge you to see that we have no other place to play ball and that you not call the cops so often.” Signed, Billy Clark.

One of the things that students working with values-clarification learn to do is to find out what they really want. “I urge telegrams” help to do that. Just think of the people in your own lives to whom an “I urge telegram” needs to be sent. The second thing students working with values-clarification learn to do is to find **alternative** ways of getting what they need and want. Take the case of Billy Clark’s neighbor. The students spent some time brainstorming ways of approaching that neighbor. They talked about how to negotiate with the grouch, and how to try to offer alternatives in their drive to get what they want.

“I urge telegrams” could be used several times during the term. The students keep them on file and after they have done five or six, they are spread out on the desk and “I learned statements” made from the pattern of the messages carried by the telegrams.

Students also learn to use the “I urge you to . . .” model to get messages across between student and student and between student and teacher.

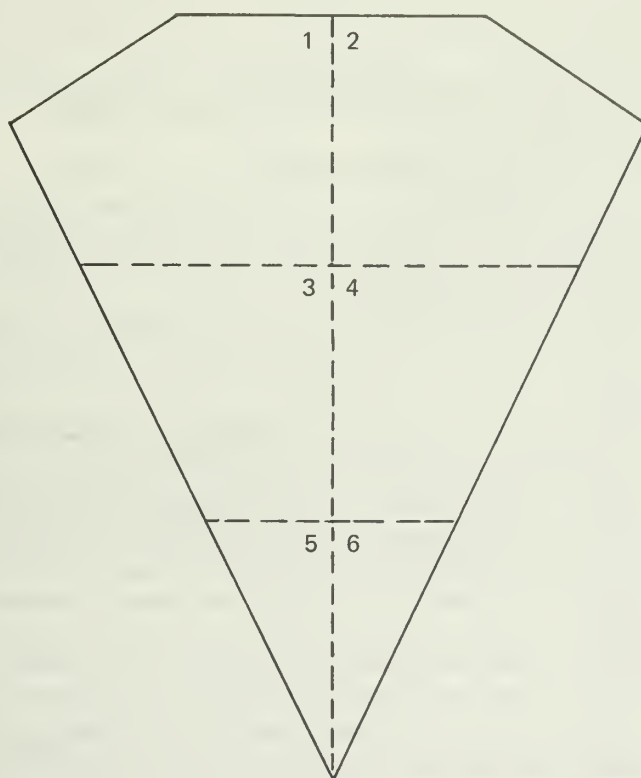
An objective related to the “I urge telegram” might be to have each student get a letter-to-the-editor published in a magazine or newspaper.

26. **Personal Coat of Arms .** Each student is asked to draw a shield shape in preparation for making a personal coat of arms. The teacher could go into the historical significance of shields and coats of arms, but the exercise is designed to help students learn more about some of their most strongly held values and to learn the importance of publicly affirming what they believe, that is, literally wearing their values out front on their shields.

The coat of arms shield is divided into six sections (see figure). The teacher makes it clear that words are to be used only in the sixth block. All the others are to contain pictures. He stresses that it is not an art lesson. Only crude stick figures, etc., need be used. Then he tells what is to go in each of the six sections:

1. Draw two pictures. One to represent something you are very good at and one to show something you want to become good at.
2. Make a picture to show one of your values from which you would never budge. This is one about which you feel extremely strong, and which you might never give up.
3. Draw a picture to show a value by which your family lives. Make it one that everyone in your family would probably agree is one of their most important.
4. In this block, imagine that you could achieve anything you wanted, and that whatever you tried to do would be a success. What would you strive to do?
5. Use this block to show one of the values you wished all men would believe, and certainly one in which you believe very deeply.
6. In the last block, you can use words. Use four words which you would like people to say about you behind your back.





A PERSONAL COAT OF ARMS

The teacher can do several different things at this point. He can have the students share among themselves in little trios or quartets. He can also get the pictures hung up on the walls and get people to take each other on gallery tours to share the coats of arms. A game could be played which would involve trying to guess what the pictures represented. The class might try to make a group coat of arms to represent their living together in that classroom. In any case, the value expressions elicited in this non-verbal way are very exciting and lead to discussions which range far and wide.

The Coat of Arms strategy illustrates quite well some things common to all of the value-clarification strategies. The teacher sets up an interesting way of eliciting some value responses. He establishes that there is no right answer. The strategy is open-ended and allows students to take the exploration to whatever level they wish. Finally, there is a chance to share with each other some of the alternatives that emerge from our searching. This whole process allows each student to focus on areas where he has some work yet to do in order to keep growing. The Coat of Arms can be done several times during the school year and the various shields compared and seen as measures of a student's search.

FOOTNOTE REFERENCES

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2. Logan, Lillian M. and Gerald Rimmington, **Social Studies: A Creative Direction**, Toronto, Ont., McGraw-Hill of Canada Ltd., 1970 pp. 29 – 30
3. Walker, B. D., "Values and the Social Studies", **A Rationale For the Social Studies**, Odynak, S.N., (ed.), Alberta Department of Education, Edmonton, 1967 p. 149
4. Raths, Op. Cit., p. 37
5. Raths, Op. Cit., p. 37
6. Simon, S. B., "Values-Clarification vs. Indoctrination", **Social Education**, Dec. 1971 p. 915
7. Walker, Op. Cit., p. 152
8. Raths, Op. Cit., pp. 194 – 196
9. Simon, Op. Cit., pp. 902 – 905

Chapter 10

SKILLS IN THE ALBERTA SOCIAL STUDIES

A. SKILLS IN RELATION TO VALUES AND KNOWLEDGE

Knowledge in the social studies is gathered for the purposes of establishing concepts and generalizations, and for the understanding and solution of problems and issues. The actions of gathering and processing knowledge, employing interpersonal relations and applying a problem-solving strategy reflect skills. Skill development allows that these actions will be performed efficiently.

Thus skill development should be integrated with concept development and value clarification.

B. THE VALUING PROCESS

The valuing process is the major skill to be applied in the Alberta Social Studies. The three basic skills of this process — choosing, prizing, and acting — encompass many other skills.

- (i) Choosing: Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the skills of:
 - locating, gathering, organizing, interpreting, evaluating, and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys and observations;
 - identifying a problem and suggesting alternative courses of action;
 - formulating and testing hypotheses as to the likely consequences of each alternative.
- (ii) Prizing: Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students should develop skills of:
 - understanding their own value system;
 - using logic to speak and write in support of the choices made.
- (iii) Acting: Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students should develop the skills of:
 - planning strategies and tactics suited to the intended action;
 - utilizing available resources;
 - carrying actions to a satisfying conclusion¹

It should be emphasized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed in Chapter I of this handbook.

C. SPECIFIC SKILLS: TWO CHECKLISTS

The following charts of social studies skills list the major skills that should be developed in social studies programs.

1. Carpenter's List of Skills (See Chart I) outlines a planned, sequential program for skill development which bridges the gap between the elementary and the secondary schools.

It is recommended that the list be used:

- a. by teachers in planning the skills objectives in a unit of study;
- b. by a staff in planning the social studies skills program in a school or in a school system.

2. Hilda Taba's Charts (See Charts II, III, and IV) refer to significant aspects of skill development related to the valuing process — exploring feelings, interpersonal problem-solving, and analysis of values.

The strategies that students could use for practising these three skills include:

- a. exploring feelings — their own and others;
- b. considering various approaches to solving disputes among persons and groups;
- c. analyzing the values held by people including themselves.

¹Louis E. Rath, *Values and Teaching: Working with Values in the Classroom* (Columbus, Ohio: Charles E. Merrill Company, 1966), p. 30.

CHART I

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement *

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents.....	EP.....	LP-LI.....	J-S.....
2. Use table of contents.....	LP.....	EI-J.....	S.....
3. Alphabetize.....	LP.....	EI-J.....	S.....
4. Use Index.....	EI.....	LI-J.....	S.....
5. Use title page and copyright date.....	EI.....	LI-J.....	S.....
6. Use glossary, appendix, map lists, illustration lists.....	EI.....	LI-J.....	S.....
7. Distinguish between storybooks and factual books.....	LP-EI.....	LI-J.....	S.....
8. Choose a book appropriate for the purpose.....	LP-EI.....	LI-J.....	S.....
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references.....	EI.....	LI-J.....	S.....
2. Use reference works, such as Canada Year Book, World Almanac, Atlases, Statesman's Year Book.....	EI.....	LI-J.....	S.....
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters.....	LP.....	EI-J.....	S.....
2. Use guide words.....	EI.....	LI-J.....	S.....
3. Learn correct pronunciation of a word.....	EI.....	LI-J.....	S.....
4. Understand syllabication.....	EI.....	LI-J.....	S.....
5. Choose the appropriate meaning of the word for the context in which it is used.....	EI.....	LI-J.....	S.....
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs.....	LP.....	EI-LI.....	J-S.....
2. Select important news items.....	EI.....	LI.....	J-S.....
3. Select from these sources material that is pertinent to class activities.....	EI.....	LI-J.....	S.....
4. Learn the organization of a newspaper and how to use the index.....	LI.....	J.....	S.....
5. Learn about the sections of the newspaper.....	EI.....	LI.....	J-S.....
6. Recognize the differences in purpose and coverage of different magazines, papers and pamphlets.....	LI.....	J-S.....	S.....
E. Know how to find material in a library, both school and public			
1. Locate appropriate books.....	EI.....	LI-J.....	S.....
2. Use a book card.....	EI.....	LI.....	S.....
3. Use the card catalogue to learn that —			

*Carpenter, *Skill Development in Social Studies*, 33rd Yearbook of the National Council for the Social Studies.
Used with permission of the National Council for the Social Studies.

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement — *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies — *Continued*

Skill		Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information — <i>Continued</i>				
E. Know how to find material in a library, both school and public — <i>Continued</i>				
a.	A book is listed in three ways — by subject, by author, and by title.....	EI.....	LI-J.....	S.....
b.	All cards are arranged alphabetically.....	EI.....	LI-J.....	S.....
c.	Cards have call numbers in upper left-hand corner which indicate the location on the shelf.....	EI.....	LI-J.....	S.....
d.	Some author cards give more information than the title or subject card.....	EI.....	LI-J.....	S.....
e.	Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided.....	EI.....	LI-J.....	S.....
f.	The Dewey Decimal System is a key to finding books.....	J.....	S.....	S.....
4.	Use the Canadian Periodical Index, and other indexes.....	J.....	S.....	S.....
F. Gather facts from field trips and interviews				
1.	Identify the purpose of the field trip or interview.....	EP.....	LP-J.....	S.....
2.	Plan procedures, rules of behavior, questions to be asked, things to look for.....	EP.....	LP-J.....	S.....
3.	Take increasingly greater initiative in the actual conduct of the field trip or interview.....	EP.....	LP-J.....	S.....
4.	Evaluate the planning and execution of the field trip or interview.....	EP.....	LP-J.....	S.....
5.	Find acceptable ways to open and close an interview.....	LP.....	EI-J.....	S.....
6.	Express appreciation for courtesies extended during the field trip or interview.....	EP.....	LP-J.....	S.....
7.	Record, summarize, and evaluate information gained.....	EP.....	LP-S.....	S.....
G.	Be selective in using audiovisual materials..... (See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII.)	EP-LI.....	J.....	S.....
H.	Use maps and globes in developing geographic skills..... (See Interpreting maps and globes, Part Two, Section III.)	LP.....	EI-J.....	S.....
II. Organizing information				
A.	Make an outline of topics to be investigated and seek material about each major point, using more than one source.....	EI.....	LI-S.....	S.....
B.	Select the main idea and supporting facts.....	EI.....	LI-S.....	S.....
C.	Compose a title for a story, picture, graph, map or chart.....	EP.....	LP-LI.....	J-S.....

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies – *Continued*

Skill		Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
II. Organizing information – <i>Continued</i>				
D.	Select answers to questions from material heard, viewed, or read.....	EP	LP-J	S
E.	Take notes, making a record of the source by author, title, page.....	LI	J-S	S
F.	Classify pictures, facts, and events under main headings or in categories.....	LP	EI-J	S
G.	Arrange events, facts, and ideas in sequence.....	EP	LP-J	S
H.	Make simple outlines of material read, using correct outline form.....	LI	J-S	S
I.	Write a summary of main points encountered in material.....	EI	LI-S	S
J.	Make a simple table of contents.....	LP	EI-J	S
K.	Make a bibliography.....	LI	J	S
III. Evaluating information				
A.	Distinguish between fact and fiction.....	EP	LP-J	S
B.	Distinguish between fact and opinion.....	LI	J-S	S
C.	Compare information about a topic drawn from two or more sources to recognize agreement or contradiction.....	LP	EI-J	S
D.	Consider which source of information is more acceptable, and why.....	LP	EI-S	S
E.	Examine reasons for contradictions, or seeming contradictions, in evidence.....	J	J-S	S
F.	Examine material for consistency, reasonableness, and freedom from bias.....	J	J-S	S
G.	Recognize propaganda and its purposes in a given context.....	J	J-S	S
H.	Draw inferences and make generalizations from evidence.....	EP	LP-S	J-S
I.	Reach tentative conclusions.....	EP	LP-S	J-S
IV. Acquiring information through reading				
A.	Skim to find a particular word, get a general impression, or locate specific information.....	LI	J-S	S
B.	Read to find answers to questions.....	EP	LP-J	S
C.	Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas.....	EI	LI-J	S
D.	Select the statements that are pertinent to the topic being studied.....	LP	EI-J	S
E.	Make use of italics, marginal notes, and footnotes to discover emphasis by author.....	LI	J-S	S
F.	Consciously evaluate what is read, using the approaches suggested in Section III above.....	LI	J-S	S
V. Acquiring information through listening and observing				
A.	Listen and observe with a purpose.....	EP	LP-J	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – Continued

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies – Continued

Skill		Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
V.	Acquiring information through listening and observing <i>Continued</i>			
B.	Listen attentively when others are speaking.....	EP	LP-J	S
C.	Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D.	Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.....	LP-EI	LI-J	S
E.	Adjust to a speaker's voice and delivery and to the physical conditions of the situation.....	LP	EI-J	S
F.	Reserve judgment until the speaker's entire presentation has been heard.....	J	J-S	S
G.	Take notes while continuing to listen and to observe.....	J	J-S	S
H.	Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics.....	J	J-S	S
VI.	Communicating orally and in writing			
A.	Speak with accuracy and poise			
1.	Develop an adequate vocabulary	EP	LP-J	S
2.	Choose the appropriate word	EP	LP-J	S
3.	Pronounce words correctly and enunciate clearly.....	EP	LP-J	S
4.	Talk in sentences	EP	LP-J	S
5.	Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI-S	S
6.	Keep to the point in all situations involving oral expression	EP	LP-J	S
7.	Develop self-confidence.....	EP	LP-J	S
8.	Exchange ideas through discussion, either as leader or participant	EP	LP-J	S
9.	Respect limitations of time and the right of others to be heard	EP	LP-J	S
B.	Write with clarity and exactness			
1.	Collect, evaluate, and organize information around a clearly defined topic (see Sections I-V above).....	LI	J-S	S
2.	Write independently, avoiding copying from references.....	EI-LI	J-S	S
3.	Give credit for quoted material	LI	J-S	S
4.	Use standard English	LI	J-S	S
5.	Include a bibliography to show source of information.....	EI	LI-J	S
6.	Include footnotes when necessary	J	J-S	S
7.	Apply the skills being developed in printing, writing, spelling, punctuating, capitaliz- ing, and arranging written work	LP	EI-J	S
8.	Proofread and revise.....	LI	J-S	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
VII. Interpreting pictures, charts, graphs, tables			
A. Interpret pictorial materials			
1. Recognize these materials as sources of information	EP	LP-J	S
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation.....	EI	LI-J	S
3. Note and describe the content of the material, both general and specific.....	EP	LP-LI	J-S
4. Interpret by applying related information and use the material as one basis for drawing conclusions	EP	LP-J	S
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed.....	LI	J-S	S
2. Note and interpret the common symbols used in cartoons.....	LI	J-S	S
C. Study charts			
1. Understand the steps in development indicated.....	LI	J-S	S
2. Trace the steps in the process shown.....	LI	J-S	S
3. Compare sizes and quantities	LI	J-S	S
4. Analyze the organization or structure	LI	J-S	S
5. Identify elements of change	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title.....	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI-J	S
3. Interpret the relationships shown.....	EI	LI-J	S
4. Draw inferences based on the data.....	EI	LI-J	S
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons).....	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them	EP	LP-S	S
C. Take part in making the rules needed by the group.....	EP	LP-S	S
D. Accept the role of leader or follower, as the situation requires	EP	LP-S	S
E. Profit from criticism and suggestions.....	EP	LP-S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort.....	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed.....	LI	J	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies

Skill		Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I.	Reading social studies materials			
A.	Understand an increasing number of social studies terms.....	EP.....	LP-S.....	S.....
B.	Learn abbreviations commonly used in social studies materials.....	EI.....	LI-J.....	S.....
II.	Applying problem-solving and critical-thinking skills to social issues			
A.	Recognize that a problem exists.....	EP.....	LP-J.....	S.....
B.	Define the problem for study.....	EP.....	LP-J.....	S.....
C.	Review known information about the problem.....	EP.....	LP-J.....	S.....
D.	Plan how to study the problem.....	EP.....	LP-J.....	S.....
E.	Locate, gather, and organize information..... (For detailed analysis, see Part One, Section I.)	EP.....	LP-J.....	S.....
F.	Interpret and evaluate information..... (For detailed analysis, see Part One, Section III.)	EP.....	LP-J.....	S.....
G.	Summarize and draw tentative conclusions.....	EP.....	LP-J.....	S.....
H.	Recognize the need to change conclusions when new information warrants.....	EP.....	LP-J.....	S.....
I.	Recognize areas for further study.....	EP.....	LP-J.....	S.....
J.	Use problem-solving techniques in meeting personal and societal problems.....	EP-LP.....	EI-J.....	S.....
III.	Interpreting maps and globes			
A.	Orient the map and note directions			
1.	Use cardinal directions in classroom and neighborhood.....	LP.....	EI-J.....	
2.	Use intermediate directions, as southeast, northwest.....	EI.....	LI-J.....	S.....
3.	Use cardinal directions and intermediate directions in working with maps.....	EI.....	LI-J.....	S.....
4.	Use relative terms of location and direction as near, far, above, below, up, down.....	EP.....	LP-J.....	S.....
5.	Understand that north is toward the North Pole and south toward the South Pole on any map projection.....	LP-EI.....	LI-J.....	S.....
6.	Understand the use of the compass for direction.....	EI.....	LI-J.....	S.....
7.	Use the north arrow on the map.....	EI.....	LI-J.....	S.....
8.	Orient desk outline, textbook, and atlas maps correctly to the north.....	EI.....	LI-J.....	S.....
9.	Use parallels and meridians in determining direction.....	EI.....	LI-J.....	S.....
10.	Use different map projections to learn how the pattern of meridians and that of parallels differ.....	EI.....	LI-J.....	S.....
11.	Construct simple maps which are properly oriented as to direction.....	EI.....	LI-J.....	S.....

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement — Continued

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies — Continued

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
B. Locate places on maps and globes			
1. Recognize the home city and province on a map of Canada on a globe.....	EI.....	LI-J.....	S.....
2. Recognize land and water masses on a globe and on a variety of maps — physical-political, chalkboard, weather, etc.	LP.....	EI-J.....	S.....
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI.....	LI-J.....	S.....
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations.....	EI.....	LI-J.....	S.....
5. Relate low latitudes to the equator and high latitudes to the polar areas.....	EI.....	LI-J.....	S.....
6. Interpret abbreviations commonly found on maps.....	EI.....	LI-J.....	S.....
7. Use map vocabulary and key accurately	EI.....	LI-J.....	S.....
8. Use longitude and latitude in locating places on wall maps	LI.....	J.....	S.....
9. Use an atlas to locate places	LI.....	J.....	S.....
10. Identify the time zones of Canada and relate them to longitude.....	EI.....	LI-J.....	S.....
11. Understand the reason for the International Date Line, and compute time problems of international travel.....	J.....	S.....	S.....
12. Consult two or more maps to gather information about the same area	EI.....	LI-J.....	S.....
13. Recognize location of major cities of the world with respect to their physical setting.....	EI.....	LI-J.....	S.....
14. Trace routes of travel by different means of transportation	EI.....	LI-J.....	S.....
15. Develop a visual image of major countries, land forms, and other map patterns studied.....	EI.....	LI-J.....	S.....
16. Read maps of various types which show elevation.....	EI.....	LI-J.....	S.....
17. Understand the significance of relative location as it has affected national policies	LI.....	J-S.....	S.....
18. Learn to make simple sketch maps to show location	LP.....	EI-J.....	S.....
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP.....	LP-J.....	S.....
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood.....	EP.....	LP-J.....	S.....
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI.....	LI-J.....	S.....
4. Determine distance on a map by using a scale of miles	EI.....	LI-J.....	S.....

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: LP, early primary; LP, late primary; I-I, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
III. Interpreting maps and globes – <i>Continued</i>			
C. Use scale and compute distances – <i>Continued</i>			
5. Compare maps of different size of the same area.....	EI.....	LI-J.....	S.....
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas.....	EI.....	LI-J.....	S.....
7. Compute distance between two points on maps of different scale.....	EI.....	LI-J.....	S.....
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes.....	LI.....	J.....	S.....
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale.....	LI.....	J.....	S.....
10. Develop the habit of checking the scale on all maps used.....	EI.....	LI-J.....	S.....
D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map.....	EP.....	LP-J.....	S.....
2. Learn to use legends on different kinds of maps.....	EI.....	LI-J.....	S.....
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents.....	EI.....	LI-J.....	S.....
4. Study color contour and visual relief maps and visualize the nature of the areas shown.....	LI.....	J.....	S.....
5. Interpret the elevation of the land from the flow of rivers.....	LI.....	J.....	S.....
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols.....	EI.....	LI-J.....	S.....
7. Use all parts of a world atlas.....	J.....	S.....	S.....
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities.....	EI.....	LI-J.....	S.....
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data.....	EI.....	LI-J.....	S.....
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand.....	EI.....	LI-J.....	S.....
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe.....	LI.....	J.....	S.....
5. Use maps and the globe to explain the geographic setting of historical and current events.....	LI.....	J.....	S.....

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
III. Interpreting maps and globes – <i>Continued</i>			
E. Compare maps and draw inferences – <i>Continued</i>			
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources.....	J.....	J.....	S.....
7. Infer man's activities or way of living from physical detail and from latitude.....	EI.....	LI-J.....	S.....
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock.....	EP.....	LP.....	LI.....
2. Use names of the days of the week in order.....	EP.....	LP.....	EI.....
3. Use names of the months in sequence.....	EP.....	LP.....	EI.....
4. Use calendar to find dates of special events and to determine length of time between important dates.....	EP.....	LP-LI.....	J.....
5. Associate seasons with particular months in both northern and southern hemispheres.....	EP.....	LP-LI.....	J-S.....
6. Understand the relation between rotation of the earth and day and night.....	LP.....	EI-J.....	S.....
7. Understand the system of time zones as related to the rotation of the earth.....	LP.....	EI-J.....	S.....
8. Understand the relation between the earth's revolution around the sun and a calendar year.....	LP.....	EI-J.....	S.....
9. Accumulate some specific date-events as points of orientation in time.....	EI.....	LI-S.....	S.....
10. Comprehend the Christian system of chronology – B.C. and A.D.....	EI.....	LI-J.....	S.....
II. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite time concepts as second, minute, yesterday, decade, century.....	EI.....	LI-J.....	S.....
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile.....	EP.....	LP-J.....	S.....
12. Acquire a sense of prehistoric and geological time.....	J.....	J-S.....	S.....
13. Learn to translate dates into centuries.....	EI.....	LI-J.....	S.....
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.....	LP.....	EI-LI.....	
2. Learn to arrange personal experiences in order.....	EP.....	LP-LI.....	

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement — Continued

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies — Continued

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
IV. Understanding time and chronology — <i>Continued</i>			
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time — <i>Continued</i>			
3. Comprehend sequence and order as expressed in first, second, third, etc.	EP	LP-LI	
4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI-J	S
5. Learn to figure the length of time between two given dates.	EI	LI-J	S
6. Understand differences in duration of various historical periods	J	J-S	S
7. Understand and make simple time lines.	EI	LI-J	S
8. Use a few cluster date-events to establish time relationships among historic events.	EI	LI-S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J-S	S



CHART II*

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.¹

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, ask that they be postponed.
2 {	How do you think . . . felt?	Makes inference as to feelings	Accepts inference
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a different idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did . . . (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you? ³	Describes similar event in his own life	Ensure description of event
2 {	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary.
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary to get beyond stereotyped or superficial explanation
	1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.		
	2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.		
	3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.		

* Charts II, III and IV are reprinted by special permission from Taba, Durkin, Fraenkel and McNaughton, *A Teacher's Handbook to Elementary Social Studies*, 1971, Addison-Wesley, Reading, Mass.

CHART III*

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict

	Teacher	Student	Teacher Follow Through
	What happened? or What did . . . do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred.
1 {	What do you think . . . (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
	How do you think . . . (others) would react if he did that? why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you? ²	Relates similar event in his own life	Provides support, if necessary

1	What did you do? As you think back now, do you think that was a good or bad thing to do?	Relates recalled behavior Judges past actions	Seeks clarification, if necessary Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
	Why do you think so?	State reasons	Accepts reasons. If necessary, ask additional questions to make clear the criteria or values which the student is using in judging his actions
	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur e.g., "How does that agree with reasons you gave earlier?"

- 1) These questions are repeated in sequence several times in order to obtain a variety of responses.
- 2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART IV * ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.¹

	Teacher	Student	Teacher Follow Through
2	What did they do . . . (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
	What do you think were their reasons for doing/saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Re-states or asks additional questions to ensure focus on values
3	If you . . . (teacher specifies similar situations directly related to student e.g., "if you accidentally tore a page in someone else's book) what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what you think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Ensures that all values identified are compared

- 1) Sometimes all questions are not asked. However, the question exploring the students' own values should not be omitted.
- 2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.
- 3) This sequence is repeated in order to get reactions from several students.

D. IMPLEMENTING THE SKILLS PROGRAM

1. Pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:
 - a. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.
 - b. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.
 - c. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.
 - d. The learner needs repeated opportunities to practise the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.
 - e. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.
 - f. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.
 - g. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.
 - h. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.
 - i. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.⁴
2. Two cautions:
 - a. Although it is possible to make a general plan for continuity in skill development, it is not possible to set a particular place in the school program where it is always best to introduce a specific skill. A skill should be introduced when it is needed to solve a particular problem.
 - b. Skill development consists of two factors:
 - (i) a concept of the skill: knowledge of the steps or stages and how the integration of these makes the skill; and
 - (ii) the application of this known process to a problem situation: reversing the order would be futile — applying a skill that hadn't yet been learned. But so would a focus on mastery of the concept of a skill without practising it. Thus grade placement of skills depends upon the need for the given skill and opportunities to apply the skill.

E. ACTIVITIES FOR OBSERVING AND APPRAISING SKILL DEVELOPMENT

This section will suggest techniques whereby teachers and students can utilize day-by-day activities as opportunities for using and developing skills. Teachers and students should keep a constant check on growth in two broad categories of skills: social skills and inquiry skills.

1. Observing and Appraising Social Skills

- a. **The Process Observer.** During group activities it might be worthwhile to have students selected on a rotating basis, analyze the interactions of the group, noting how well group members communicate with each other. This person, known as the process observer, may or may not take part in the group activities. At the conclusion of the activity, the process observer should report on the group's behaviour and suggest ways of improving social skills.

Process observers may wish to comment upon:

1. the comfort of physical setting for group activities;
2. the warmth of the social "climate" in the group;
3. the controlled flexibility of the group's plan of operation;
4. the cross-flow of group discussion;

4. Carpenter. op. cit. page 311

5. the degree of total involvement;
 6. the willingness to learn from other's experiences;
 7. the extent to which group members take responsibility for conduct of the group;
 8. the clarity of group goals;
 9. the variety of group activities;
 10. the willingness of group members to defer to expertise rather than opinion.
- b. **Total Group Appraisal.** All members of a group can be involved in the appraisal of social skills. They should watch for development of the social skills outlined elsewhere in this guide: (See Charts I, II, III, and IV in this Chapter.)
- (i) Interpreting the feelings and ideas of others. This involves the skills of: receiving impressions through sight and sound; translating those impressions so as to distinguish what is relevant from that which is irrelevant; and tying together the relevant impressions to "get the message". Interpretation must be made of facial expressions, gestures, and voice intonation as well as the actual words used.
 - (ii) Responding to feelings and ideas of others in a manner appropriate to the occasion. This includes the skills of deciding what response is appropriate and, through words and gestures, conveying the appropriate response. Some situations call for respondents to play leadership roles; some call for followership. At other times, a sympathetic listener is all that is required. Students must establish criteria for judging the appropriateness of social responses and use these criteria in evaluating group behaviour.
 - (iii) Expressing one's own feelings and ideas to others. This includes skills of speaking, gesturing and moving. Students should be prepared to assess ability to capture and maintain the interest of the listeners, to speak logically and clearly and to convey emotions through voice, facial expression and gesture.
 - (iv) Cooperating with others, though not to the extent of compromising basic values. This includes the skills of sharing feelings and ideas and agreeing on a mutually advantageous course of action. Persuasion, negotiation and planning are important components. It also requires that values be known clearly enough that they will not be compromised inadvertently. Students must watch for examples of both cooperation and conflict.

When appraising the above skills, it is important that students do not "engage in excessive judging of their own (and others') actions without progressing to the stage of exploring the criteria and values implicit in their judgement"⁵; and in the behaviour they are judging. Students should try to explain why such action took place. They might ask, "Why did Theresa agree to cooperate so readily?" "What is important to her?" "How did she feel about the project before the discussion started? Afterward?"

2. Observing and Appraising Inquiry Skills

Teacher and students should periodically pause to review what they have done and why and how they have done it.⁶

These types of questions would provide an opportunity to reconstruct the problem-solving process:⁷

- a. Identifying and clarifying the problem. Could the problem itself have been worded differently? Did we focus on the real issue?

⁵Taba, op. cit., p. 80.

⁶Goldmark, B., *Social Studies – A Method of Inquiry* (Wadsworth, 1968), pp. 118 – 119.

⁷Simon, F., *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary, Alberta: University of Calgary, 1970).

- b. Formulating hypotheses. Did our hypotheses lead us on a productive search? Should we operate on hunches?
- c. Collecting data. Did we use all sources of information?⁸ Did we select data that contained a variety of biases? Should we have used questionnaires instead of interviews?
- d. Classifying data. Did we classify data as representing facts, inferences and value judgments?
- e. Analyzing data and evaluating the desirability and feasibility of taking action on the problem. Did we identify the sources of our data and the motives of persons who produced it? Were statements supported by evidence; Were they logically sound? Was the evidence strong enough that we should have taken action on the problem? What evidence should we have rejected?
- f. Proposing a course of action and examining the desirability and feasibility of taking action on the problem. Did we use consensus or compromise in deciding what to do about the problem? Were we right in deciding what actions (if any) to take? Did we carry out our actions as planned? How might we be more successful next time?

Reflective thinking can continue by considering the questions: Why did we inquire in this way? What did we prove? Have we gained anything through the process? Has society gained anything? Finally, we might ask: What do we value and assume when we inquire in this way? Should we have been so rigorous in our investigations? Do we feel the problem-solving scientific method is a good approach? Do we use this approach in daily decision-making?

In summary:

- 1. As a significant factor in the Social Studies, skills should be integrated with knowledge and values, in the lesson and unit plan.
- 2. Skill development should be evaluated on the basis of performance.
- 3. Skills in the affective domain deserve increasing attention as students participate more fully in the valuing process.

⁸Wilson, et al., *World Cultures, A Teacher's Guide for the New Social Studies* (Grand Rapids, Michigan: Fidler Company, 1969).

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Chapter 11

CONCEPTS AND GENERALIZATIONS

The current trend toward emphasizing concepts and generalizations in social studies instruction promises much but is not without problems. The intent is to equip students with structures of abstract knowledge which have been identified by subject matter specialists. Such knowledge allegedly is not only more useful and longer remembered by itself, but also provides a framework for better organizing, utilizing, and remembering facts. But educators who were themselves schooled under quiz-show curricula where learning knowledge was equated with rote memorization of facts are often frustrated by the concept-oriented curriculum. It is increasingly unfashionable to "just teach facts"? these facts should be related to the development of concepts and generalizations.

Learning within an organized structure of ideas is efficient. Specific facts become meaningful when their relationship to concepts or generalizations is understood.

A MODEL OF A STRUCTURE OF KNOWLEDGE

Knowledge is something which can be represented by a model.

A model is a representation of something. It may be a physical mock-up like a scale model of a home. It has several potential uses. It might be used to help understand what the something represented is like or how it works under certain conditions.

Types of knowledge can be viewed as being arranged in a structure of organization of knowledge. This model attempts to distinguish among different kinds of knowledge and to organize them in a structure. The model represents a way that abstract knowledge can be classified and structured so that teachers can more readily plan to teach it and students more easily learn it. The test of the model is whether it helps teachers to plan more effectively for the teaching of selected abstract knowledge and whether it helps students to better learn such knowledge.

ELEMENTS IN THE MODEL

The major elements or parts of the model are different kinds of knowledge or cognitive products called **facts**, **concepts**, **generalizations**. They are related to each other as shown in Figure 1, each more abstract kind of knowledge including the lower levels in its meaning. Each element has characteristics that distinguish it from the others and determine its position in the model.

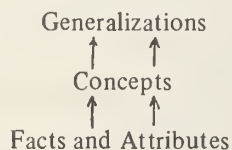


Figure 1: Elements in a Model

1. Facts and Attributes

Factual Data. Items of specific information at the lowest available level of abstraction. Examples: The Cree Indians ate buffalo. — Haida ate salmon, salmon eggs, clams, whale and dog-fish oil. — Rabbits, deer and elk were used for food by the Blackfoot.

2. Concepts

Concepts are abstractions which refer to a class or group of objects all of which have characteristics in common. e.g. The category of people who work or produce might be called or given the symbol "labor." Words are not concepts. They may represent concepts when they refer to a class or category of ideas or things. Concepts are built as the learner is able to develop a general idea on the basis of his own experience. No one can give a concept to the learner; he must develop it for himself. Concept development extends throughout life as one gains a more mature understanding on the basis of his experiences. Concepts provide short cuts which make it possible for us to think and to communicate with each other. They help us organize information so that data take on new meaning as they are related to each other.

The Syracuse University Social Studies Curriculum Center¹ has identified three types of concepts: Substantive Concepts, Value Concepts and Concepts of Methods. Substantive concepts would include such items as cooperation, conflict, space and time. Value concepts would include such items as: dignity of man, empathy, and loyalty. Illustrative of the concepts of methods are cause and effect, the historical method and the geographical approach.

The concept is an internal mental awareness that affects outward actions like the following:²

Kinds of Outward Behavior that Show Knowledge of a Concept

CLASSIFICATION. Given a new group of examples and non-examples, students will be able to identify examples and non-examples of the concept.

Kinds of Outward Behavior that Show Knowledge of a Concept.

APPLICATION. Given a new problem in which knowledge of the concept is useful but not specified, students will use the concept to solve the problem.

SYNTHESIS. Given motivation, students will be able to create unique examples of the concept.

Examples of Such Behavior with the Concepts Land, Labor, and Capital

When given examples and non-examples doctor, secretary, tourist, and baby and asked which are labor, the student will select doctor and secretary, not tourist or baby, When told about brick making and then asked to list all the examples of land, labor and capital involved, the student will list clay as land, kilns as capital, etc.

Examples of Such Behavior with the Concepts Land, Labor, and Capital

If asked what is the difference between lifting water with an Egyptian shadoof and with a gasoline engine operated pump, students would indicate that one uses more capital, the other more labor.

If asked to imagine he had found a new way to make milk and to tell what land, labor, and capital were involved, the student might tell, for example, that he had invented a machine to make milk from sea-weeds and that the sea-weeds were land, the machine capital, and the machine operator labor.

3. Generalizations

A generalization involves relationship(s) among two or more concepts. The relationship asserted by the statement, "Land, Labor, and capital are used in all production", is an example of a generalization, it involves the concepts, land, labor, capital, production, and economic goods. It asserts a relationship of inclusion — that some concepts (land, labor, capital) are included in all cases of the other (production).

A generalization is broadly applicable to whole categories rather than to specific examples. "Dr. Smith is labor", does not satisfy the definition since it involves one example rather than the whole class. "Some labor involves mental effort", is a generalization since it asserts something about the whole class of labor.

The following are some ways in which knowledge of a generalization can be shown in students' overt behavior.³

Examples of Outward Behavior that Show Knowledge of a Generalization

CLASSIFICATION. Given new cases, students will be able to identify positive, negative, and non-cases.

APPLICATION. Given a new problem in which knowledge of the generalization is useful but not specified students will use the generalization to solve the problem.

Examples of Such Behavior with the Generalization, "Land, Labor and Capital are Used in All Production",

If asked if land, labor and capital are used in a newly described industry, the student could answer "yes" and identify the examples of land, labor, and capital.

If given a description of a plan for production using examples of only two of the factors of

¹Fawcett, Verna S., "Social Science Concepts and the Classroom" Editors: B. K. Beyer and A. N. Penna, *Concepts in the Social Studies*. Bulletin #45, NCSS. Washington: NCSS, 1971.

²Tanck, Martin L., "Teaching Concepts, Generalizations, and Constructs" Editor: Dorothy McLure Fraser, *Social Studies Curriculum Development: Prospects and Problems*. 39th Yearbook. pp. 105 — 106, Washington. NCSS, 1969.

³Ibid. p. 108 — 109

production and asked whether the plan would work and why or why not, students could identify the examples included as two of the factors and indicate that the plan would not work because the third factor is lacking.

Examples of Outward Behavior that Show Knowledge of a Generalization

SYNTHESIS. Given motivation, students will be able to create unique cases of the generalization.

Examples of Such Behavior with the Generalization, "Land, Labor and Capital are Used in All Production"

If asked how the class could make Christmas gifts for their parents, the students would include examples of land, labor, and capital in their description of production.

ORGANIZATION OF THE MODEL

The parts of this cognitive interrelate. For example, the generalization "though all cultures possess certain unique features, they are also similar in a number of ways" would be placed at the top since it is most abstract and includes the other elements.

This pattern continues until the most specific attributes and facts are placed at the bottom of the model as shown in Figure 2.

TYPES OF KNOWLEDGE

Generalization

Concepts

Facts and Attributes

AN EXAMPLE OF EACH TYPE

Though all cultures possess certain unique features, they are also similar in a number of ways.

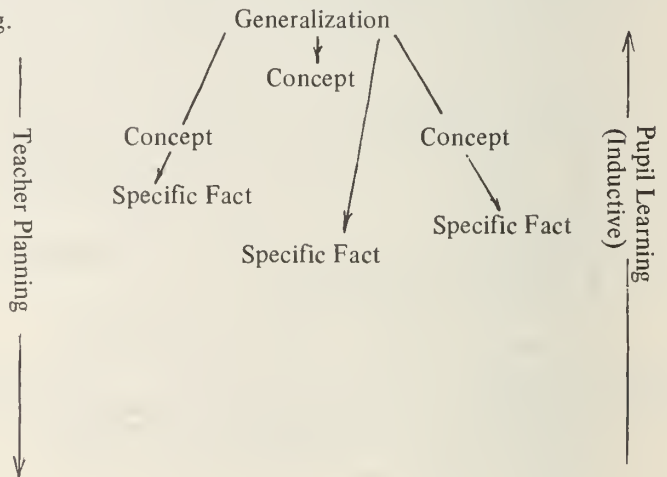
Body of characteristics associated with the symbol "culture".

Facts about religion, language, technology, etc.

Figure 2

Application In Social Studies — Teaching and Learning.

- A) In planning units of work the process is one of **moving down** the hierarchy of knowledge from:
- the identification of the generalization to
 - the identification of the concepts to be developed to
 - the determination of factual data needed to develop each concept.
- B) The teaching-learning process is one of **moving up** the "hierarchy of knowledge" by:
- acquiring factual data
 - translating and organizing data according to conceptual categories
 - analyzing to perceive and verbalize generalizations.



USE OF THE MODEL IN INSTRUCTIONAL STRATEGY

A teacher cannot “give” a student a concept. The teacher can provide a symbol, and examples, and perhaps some characteristics but the student must construct his own concept. He must form his experiences, including those provided by the teacher, assimilate characteristics, associate them with the symbol, and thus create his own concept.

This basic point of view that each student must create his own structure of knowledge suggests how the model should be used in instructional strategy. It should be used to identify the parts of knowledge, the related contexts a student can use, and the associations he might make to build his own structure of knowledge. The model itself should not be “taught” to the student.

The student’s creation of his own knowledge is a continuing process. It is a process of adding to and revising a structure of knowledge.

Strategies to Teach Concepts

1. Attempt to identify the concepts and generalizations to be taught in various units of work. The task may be best accomplished by starting at the higher levels and identifying related lower levels.
2. Decide what particular elements in the model students should learn. Will it be certain concepts, generalizations involving the concepts or the addition of new examples to their understanding of a concept?
3. If the students are to learn a particular generalization, identify the concepts involved and the cases of the generalization.
4. Try to lead the students to “see” or understand the relationship among characteristics. To develop concepts, or the relationship among concepts, for example, may help understanding of a generalization.
5. Basic strategies include identification of:
 - a. The symbol for the concept
 - b. Major characteristics of the concept
 - c. Examples of the concept that have specified characteristics
 - d. Non-examples of the concept.

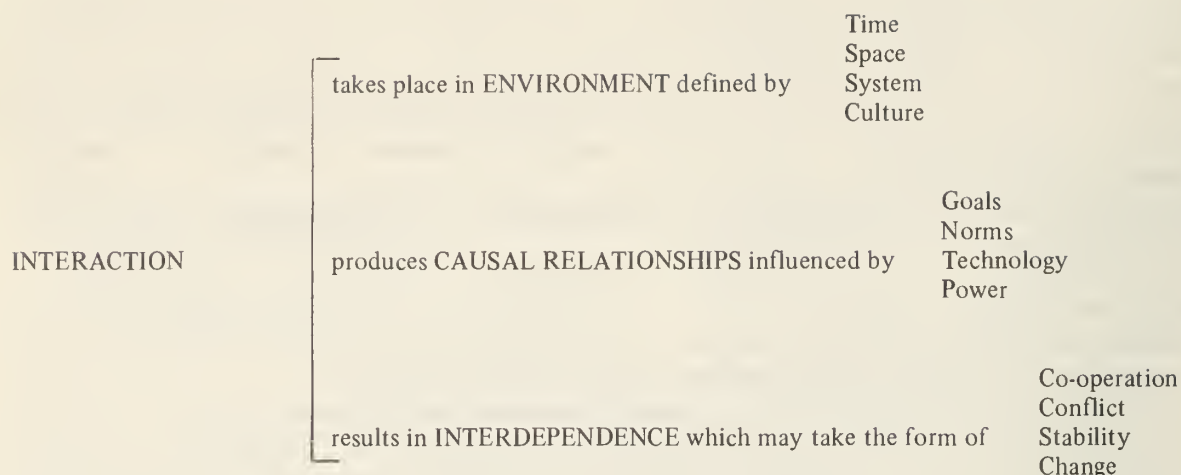
Strategies to Teach Generalizations

1. Identify the key concepts involved.
2. Have the students understand how the concepts relate to each other. (Common relations are sameness, similarity, difference, inclusion, exclusion, size, if-then, cause-effect).
3. A generalization might be stated and then explained. The relationship among the concepts may be demonstrated in a number of cases and the generalization may be demonstrated in a number of positive cases by the students or the teacher.
4. A generalization may be stated and the teacher and students will work with a number of positive and negative cases to see if the relation is as stated.
5. Students may arrive at a generalization or conclusion after gathering data from some cases or developing a generalization through problem-solving.

CURRICULAR CONTENT

Concepts used in the Alberta Social Studies Program are drawn from history, geography and the social sciences. Some social studies curricula are multi-disciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is interdisciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man’s behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The following chart illustrates the interaction process:



All of the above concepts should receive some attention at each grade level in the secondary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study.

The following generalizations embody the basic concepts outlined above. They are stated here in what is essentially adult terminology. In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.

ENVIRONMENT

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

- Space. The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.
- Time. Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.
- Culture. Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures, and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment.
- System. Societies require systems of social control to survive. These controls are based upon uncoded or codified rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism or pressure to conform to the controls.

CAUSALITY

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. The belief that events are caused is basic to grasping the course and meaning of social action.

- Goals. Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.
- Norms. Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group ways and mores. The behavior of any individual reflects in many ways the norms of the group.
- Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.

- Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are determiners of power. Power is finite, thus there is conflict among those who covet power.

INTERDEPENDENCE

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

- Co-operation. A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can co-operate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.
- Conflict. Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interest, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.
- Stability. Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.
- Change. Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.

Chapter 12

STRATEGIES OF INQUIRY AND PROBLEM-SOLVING

WHY STRATEGIES OF INQUIRY

"All general or liberal education is devoted primarily to the development of persons and members of society, in their thinking capacities as well as other capacities. Liberal education is not the development of mathematicians or scientists or, indeed, of historians, sociologists, or economists." (Benne, 1967)

If we accept this point of view we must be concerned with what the various social sciences as disciplines have to offer us in ways of thinking and methodology, and with how the Social Studies equip students to cope with a world of uncertainty now and perhaps of less certainty in the future. In other words, teachers must develop a concern in students that is future-oriented, using the wisdom of the social science disciplines as analogues and tools in trying to come to grips with these uncertainties. Strategies of inquiry combine the three components of the Social Studies in Alberta — knowledge, skills and valuing — to aid the student in dealing with these uncertainties.

There is more than one strategy of inquiry, and ideally the teacher should become familiar with as many strategies as possible to enable him to select the one that is best suited to the teaching-learning situation that obtains in his classroom at a particular point in time. Much research has been done in children's thinking and the research has led to the enunciation of several steps or components. The arrangement of these components into cumulative sequences constitutes a strategy of inquiry.

A strategy of inquiry must satisfy certain conditions. It is clear from the various strategies of inquiry available that all place the emphasis on student activity rather than on passive-receptive learning. Several factors are generally necessary in order for inquiry to take place:

1. A discrepant event creates a problem or challenges a learner to question his knowledge as absolute truth. This may then enable some conceptual reorganization to take place.
A student will become an inquirer when he is faced by events or ideas that challenge his idea of the universe.
2. A climate that affords freedom for the student to gather data and build and test hypotheses about those data is essential to inquiry.
3. Access to data is necessary for the student to be able to test his ideas against empirical events. (Suchman, 1968)

THE TEACHER'S ROLE IN INQUIRY

"Inquiry is an attitude toward learning and a philosophy of education. The central values are the open mind and the autonomous probing of the learner. If the teacher would promote inquiry, he must provide the (student) with problems to focus on, give him opportunities to theorize and test his theories, and help him with road maps that suggest better theories and more productive strategies of investigation. Detrimental to inquiry is the belief that knowledge is absolute, that it must be passed down to the student from authorities and that the student must accept it as the truth." (Suchman, 1968) The student therefore, is not provided with a "discrepant event" and expected to inquire on his own. Teacher questioning techniques in the inquiry process become paramount in importance. For a discussion of questioning techniques, see Parsons and Shaftel (1967) or Sanders (1966).

STRATEGIES OF INQUIRY IN UNIT AND COURSE PLANNING

A strategy of inquiry is a vehicle by which the objectives of a learning situation are attained.¹ Incorporated into the strategy are the activities relating to the attainment of the knowledge, skill and valuing objectives. Thus a blueprint for a unit plan may resemble the following.

1. **Statement of objectives.** These objectives will relate to the knowledge, skills and valuing components and will be stated in terminal behaviors (behavioral objectives)
2. **Discrepant events.** This may be a statement, reading, film or any other device that will create a feeling of perplexity and challenge the learner to question his own knowledge on the subject.
3. **Hypothesis formation.** The teacher will assist the student to ask analytical questions about the discrepant event that will enable him to focus on and define the various aspects of the problem and arrive at tentative hypotheses.
4. **Gathering of information.** Information is gathered that relates to the problem at hand. Incorporated in this step will be activities relating to:
 - a) cognitive development — or knowledge of the event such as who, what, where, when, why, how, and the necessary concepts and cause and effect relationships relating to the problem;
 - b) skill development and activities designed to develop the skills needed in (a) above;
 - c) clarification of issues or value issues that may arise as a result of the work relating to concept and cognitive development.
5. **Classification and Analysis of Data.** Once the necessary skills and concepts are developed the information can be classified and organized to facilitate the analysis of the problem at hand.
6. **Clarification of Alternatives.** On the basis of the knowledge and concepts derived, new alternative courses of action may be proposed and previous hypotheses may be revised, extended or deleted.
7. **Choice of Alternatives** The student is asked to clarify and examine his own values and choose a course of action and support the choice made. However, these choices remain tentative.
8. **Action.** Overt action may be taken on the choices made, if possible.

This model of inquiry is cyclical in that, in the teacher's judgment, some students may have to return to a previous step in order to be better prepared to go on to a succeeding step. On the other hand, some students learn very quickly and may in fact arrive at a later step intuitively. The teacher should feel free to make these adjustments.

SOME STRATEGIES OF INQUIRY

Most teaching-learning tasks in the Alberta Social Studies can be classified into three major categories:

- A) concept-formation and development of thinking skills;
- B) problem-solving and analysis;
- C) analysis of value issues.

Many inquiry models which have been developed in past years deal with the above three categories. Models that Alberta Social Studies teachers may be familiar with are:

- a) Taba's model for development of critical thinking that would correspond to category (A) above.
- b) Fenton's and Senesh's model of the structure of a discipline and their attendant modes of inquiry

1. The various strategies of inquiry developed in current literature are based on the principles of discovery learning. Ausubel (1969) however takes some exception to the exclusive use of discovery learning and suggests that meaningful verbal or reception learning may be more appropriate for the mature student.

- that would correspond to category (B) above, and,
- c) Simon's Reconstructive Approach and Oliver and Shaver's Jurisprudential Approach that would correspond to category (C) above.

It should be noted that these are not the only curriculum theorists that have dealt with these major areas of inquiry. They have however, received considerable attention in the past few years. For further information one can consult their books noted in the list of references at the end of this chapter.

A brief account of the strategies of inquiry most suitable for the above-noted teaching-learning tasks are as follows:

A. Concept Formation and Development of Thinking Skills

This strategy focuses on breaking down of "thought processes into elements or categories of skills that are learnable and teachable." (37 NCSS Yearbook p. 32) The major steps are as follows:

- a) **Concept Formation** which consists of three main elements:
 - (i) differentiation of specific aspects of information from larger wholes or units; e.g. foreign exchange is part of a larger whole (international trade)
 - (ii) grouping objects with similar or common properties, e.g. countries with high birth rates and death rates can be grouped under the heading of "later developing countries",
 - (iii) labelling or categorizing, which requires that the student become aware of the hierarchical system of concepts into which each may be fitted. e.g. social mobility is subsumed under social class which is subsumed under social structure.

Concept formation may go on at the outset of a unit or presentation of an issue, or after an intake of larger amounts of data by the student. Essentially however, the teacher must take the role of a questioner eliciting responses by means of open-ended questions such as "What did you see, hear, note?" "What item belongs in which category?" In any event, concepts, though often developed spontaneously, are developed in a sequence and the questioning techniques and planning should follow this pattern. One can hardly deal with the concept of nation-state without dealing with the concept of nationalism. The simple precedes and is used in the explanation of the more complex.

- b) **Interpretation of Data** which is composed of three substeps:
 - (i) differentiating the relevant information from a more complex set of data such as a film, book, etc.
 - (ii) explaining specific items by exploring relationships between items such as the invention of a printing press and the spread of Luther's ideas;
 - (iii) formulating generalizations or inferences by using available data, but extending or projecting one's knowledge; for example, by studying the population pyramid of a country a student may infer an impending overload of the country's educational system if the system is not expanded. The more complex the data, the more difficult this task is for the student and the more aid he may require from the teacher, particularly since most students have been trained to look for "right" answers instead of engaging in more divergent forms of thinking.
- c) **Application of Principles** At this stage the student is encouraged to apply what he knows to explain new phenomena or predict consequences in response to the "What would happen if . . .?" type of question, and to build theories. For example, if a student understands the relationship between government deficit-financing and employment levels he would be able to determine what likely would happen if the government spent more money than it received in taxation and other forms of income. This would involve predicting and hypothesizing, but in this case the statement must be viewed as tentative, since in the light of more information the theory may be proved wrong. Many problems like this call for a divergent type of hypothesizing. Legitimate problems for inquiry do exist however, where the demands of existing knowledge and logical consistency require more convergent answers. In any event, the consequences of the solution suggested by the student should be traced out with him in order to determine how realistic his solutions are:

B. Problem Solving and Analysis

This type of teaching-learning task typically starts with a "discrepant event" as mentioned at the beginning of this chapter, for example: "Why until recently, did the Peoples Republic of China have such an insular foreign policy?" It is then hoped, that by drawing on the relevant social science disciplines and their attendant modes of inquiry, poignant analytical questions would be raised which may provide tentative answers or hypotheses to the original question. Edwin Fenton's basic steps in a mode of inquiry are:

1. Recognizing a problem from data.
2. Formulating hypotheses:

- 2.1 Asking analytical questions.
- 2.2 Stating hypotheses.
- 2.3 Remaining aware of the tentative nature of hypotheses.
3. Recognizing the logical implications of hypotheses.
4. Gathering data:
 - 4.1 Deciding what data will be needed.
 - 4.2 Selecting or rejecting sources on the basis of a statement of logical implications.
5. Analyzing, evaluating and interpreting data.
6. Evaluating the hypotheses in light of the data.

Basically these steps are a variant of John Dewey's steps in problem solving. What is important to realize here however, is that the emphasis is on the **student** to work within the model to formulate hypotheses and propose analytical questions. Thus, if one is studying leadership in the Soviet Union to determine the nature of Soviet government, the student would be encouraged, on the basis of background knowledge of the Soviet Union, to develop questions having to do with political leadership such as: Who are the leaders? What social or economic class do the leaders come from? How are leaders chosen? Where do leaders receive their information in order to rule? How is leadership changed? Once a set of analytical questions is developed the student then has a framework to determine what are relevant data. It remains for him to gather the data, with the aid of the teacher if necessary, evaluate the credibility of the data, and evaluate his original hypotheses in light of the data.

C. Analysis of Personal and Social Value Issues

This is a teaching-learning activity that is central to all courses. One method of dealing with this type of issue has been enunciated by Frank Simon (Simon, 1970). Basically, the procedure offered by Simon is as follows:

a) Choosing and clarifying the value issue

Simon proceeds on the basis that no one exists in a values vacuum and that everyone is concerned about his continued psychological and physical well-being. Thus any value issue may affect his physical and psychological well-being. So that personal and social issues may be examined as **policy** questions, they are worded in the form of policy-making "should" questions. In identifying a value issue, a newspaper clipping, a piece of fiction, a simulation, etc., may provide the confrontation that meets with the student's interests and concerns. Further, in order to help clarify the problem, background information may have to be provided to the students. Thus, if a student is researching an issue relating to population growth, information on measures such as population density, birth rates, and the concept of demographic revolution may be found and studied.

b) Devising and Formulating Hypotheses

This step should take into account the student's feeling as to whether or not any action on the question is desirable or feasible. Thus, the student's hypothesis should fit into one of the following categories:

- (i) it is desirable and feasible to take action on the problem;
- (ii) it is desirable but not feasible to take action on the problem;
- (iii) it is not desirable but feasible to take action on the problem;
- (iv) it is neither desirable nor feasible to take action on the problem.

c) Collecting data

In order to avoid the argumentative approach common to other strategies of inquiry where a hypotheses is stated and "supporting data" accumulated, a sample of **all** data relating to the issue, whether supportive of one point of view or another, is collected. From this sample a working sample may be selected.

d) Classifying data

The data in the working sample are systematically classified to minimize any mind-set on the part of the student-researcher. The classifying scheme is based on the original hypothesis relating to the desirability or undesirability and the feasibility or unfeasibility of taking action. The data are classified as to their "factual" content and the interpretations or conclusions that can be drawn from it. Thus a two-way classification is developed as follows:

DESIGN FOR THE CLASSIFICATION OF DATA

DATA HYPOTHESES	EVIDENCE (Purported Facts)	INTERPRETATIONS OF THE EVIDENCE (Relating Evidence to Interpretive Criteria)	CONCLUSIONS (Proposals/demands for courses of action, i.e., what should or should not be done)
DESIRABLE			
UNDESIRABLE			
FEASIBLE			
UNFEASIBLE			

e) Analyzing Data

At this stage the evidence is analyzed in terms of how it was found, whether or not it can be verified and whether it can be accepted with confidence. Following a thorough and systematic process of data analysis, the student should then be able to make judgments on the desirability and feasibility of action on the policy question.

f) Proposing a Course of Action

Depending on whether or not all students research the same policy question, and on the outcome of analysis procedure, the desirability and feasibility of taking overt action on the issue may be examined by the class in general. It is also possible, of course, that an individual student, having researched his own "should" question, may proceed with an examination of the desirability and feasibility of taking action personally on the problem. This latter possibility points to the applicability of the model to the examination of personal as well as social value issues.

CONCLUSION

The above-noted inquiry models have been developed by various curriculum developers. Teachers may look upon them as guides for organizing learning experiences in their classrooms and feel free to extend, modify and develop these and other models of inquiry to suit the needs of themselves and their students.

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¹Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

²Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

³L. Raths, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

⁴Michael Scriven, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966), p. 18.

⁵David Krathwohl, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

⁶Benjamin Bloom, et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Norris M. Sanders, *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem-solving process. Bloom's Taxonomy lists skills according to difficulty; the order being recall, comprehension, application, analysis, synthesis, and evaluation.

⁷Mauritz Johnson, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

⁸Bloom, *op. cit.*, p. 62 ff.

⁹Frank Simon, *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

¹⁰Taba, Durkin, Fraenkel, McNaughton, *A Teacher's Handbook To Elementary Social Studies* Don Mills, Ontario: Addison-Wesley 1971. Chapter 3.



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